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From the Literary World, Boston.

"We must say of *McGuffey's Revised Readers* that the selections, both in prose and verse, are uncommonly good; the gradation is judicious; and our most eminent authors are represented.

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From the American Stationer, New York.

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From Prof. Edward S. Joynes, University of Tennessee.

Van Antwerp, Bragg & Co.:

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"I was a pupil of Dr. McGuffey, and have always regarded him as among the wisest and best American educators. I know that he regarded these Readers as the most important work of his life,—highly useful as it was in other respects.

"This revision is a worthy tribute to his memory, for which I take the liberty of thanking you; and I hope the series may long hold its honored place in the favor of the American public."

EDWARD S. JOYNES.

City of St. Louis.

From the Report of Committee on Course of Study.

"Your Committee being of the opinion that in the matter of durable binding, gradation, completeness, and especially in its features of review lessons, the revised edition of *McGuffey's Series of Readers* is much superior to Appleton's, recommend to the Board the introduction of *McGuffey's Revised Readers* in place of the old series now in use, on the terms contained in the proposition of the publishers."

JAMES P. MAGINN,
WM. BOUTON,
JOHN J. McCANN,
EDW. HUMMILL,
JOHN GILWEE.
Of the Committee on Course of Study.

At a Special Meeting of the Board of Education of the City of Saint Louis, held Tuesday, August 24th, the above report of the Committee on Course of Study was accepted, and McGUFFEY'S REVISED READERS *adopted for the Saint Louis Public Schools by a vote of* 18 *to* 6.

City of Cincinnati.

From Report of Text-book Committee.

"*We believe that the Revised Series of* McGUFFEY'S READERS *are the best adapted to the requirements of the schools.*

"The demand for fresh reading matter is fully and well supplied, while there are many advantages gained by the retention of the same plan and gradation which have always heretofore proved so well adapted to our course of study.

"*All other series presented have the fatal defect of consisting of only five books, and not sufficient reading-matter.* Our course of study requires six books and the full amount of reading-matter contained in McGuffey's Series.

"We, therefore, recommend the substitution of *McGuffey's Revised Readers* for the series in use; and that the proposition of the publishers, herewith submitted, for supplying the same, be accepted." . . .

W. H. MORGAN, *Chairman,* E. C. WILLIAMS,
SAMUEL BAILEY, JR., W. W. MORROW,
Of Committee on Course of Study and Text-books.

June 28, 1880.

The report of the Committee was accepted, and McGuffey's Revised Readers adopted by a vote of 28 to 1.

City of San Francisco.

DEPARTMENT OF PUBLIC SCHOOLS,
SAN FRANCISCO, CAL., May 12th, 1880.

At a meeting of the Board of Education, held on the 3d inst., a proposition was received from MESSRS. VAN ANTWERP, BRAGG & Co., offering *McGuffey's Revised Readers* for use in the public schools of this city.

After propositions were read from other publishers for Readers and other books, Director Wadham offered the following resolution:

RESOLVED, *That the contract for Readers be awarded to Van Antwerp, Bragg & Co., of Cincinnati, on the terms of their proposition, and that* McGUFFEY'S REVISED READERS *be and the same are hereby adopted for use in the public schools of the city and county of San Francisco, for the next four years, commencing July 1st,* 1880.

(Signed) GEORGE BEANSTON, *Secretary.*

The above resolution was adopted, and McGuffey's Revised Readers are now in exclusive use in the public schools of San Francisco.

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Fort Wayne,	Burlington, Iowa,	Hutchinson, Kan.,	Charleston, Ill.,	Cedar Rapids, Ia.,	Kirkville, Mo.,	Columbus, O.,	Dublin, Ind.,
Sandusky,	Paris, Ky.,	Shelbyville, Tenn.,	Lexington, Ky.,	Portsmouth, O.,	Whitesville, Mo.,	Buffalo, Mo.,	Franklin, Ind.,
Oskaloosa,	Iowa City,	South Bend, Ind.,	Dayton, O.,	Valparaiso, Ind.,	Ashtabula, O.,	St. Charles, Mo.,	Mound City, Mo.
Chilicothe, O.,	Savannah, Mo.,	Carbondale, Ill.,	Richmond, Ind.,	Atlantic, Ia.,	Xenia, O.,	Danville, Ky.,	Princeton, Mo.,
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Journal of Education.

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THE OLD PENSIONERS.

BY GEORGE F. BURLEIGH.

An old, old man, 'tis thus I see him yet;
Bent o'er staff of hardy stuff,
A knotted savin, peeled and tough,
And round a gnarl his knotted fingers met.

His long white hair,—how wholly white and thin,—
Hung straight about his withered face,
Wherein a mild, benignant grace
Shone from a moonlight sky of peace within.

Befitting well his eve, the westering sun,
Down the long slope of summer days
Shed over him its mellowed rays,
Filmed with the slumberous dream of heaven begun!

To see him sitting by his cottage-door
Or moving down the dusty street,
That clouded not his lingering feet,
Unconscious reverence made the child's tread slower.

Along the old hill-pastures, scorched and brown,
By rocks gray-green with crispy moss,
We saw his tired feet move across
To the green valley, creeping slowly down.

There the tall shrubs hung ripened, jewel-black
With berries level to his hand;
No boy plucked these,—some whisper bland
Within said, "Spare his century-burdened back."

His words were few,—low-voiced, and measured words;
Of far-off scenes, far even to him,
To us how vastly far and dim,—
And awful with the clash of hostile swords!

His sword, the loyal symbol of command,
Hung scabbardless, and sheathed in rust;
Gaunt age was crumbling into dust
His blue coat, decked with gold and scarlet band.

We looked in breathless awe, and dared not ask,
"Was this a bayonet's thrust? did here
A glancing ball the gold-lace shear?
That tarnish,—is it blood? or time's dull mark?"

No child of his renewed his youthful bloom;
In his old cot he sat alone
With his old wife, a doubled crone,
In pensive peace prelusive of the tomb.

It seemed, in sooth, to our young, wondering eyes,
The incarnate Century sat there,—
Mysterious Time with silver hair,
Brooding his strange unwritten histories.

He passed away, I know not how nor when,
But long ago, so long he seems
A vanishing dream of vanished dreams,
That never lived, a man with living men.

But who may say what sparks of patriot fire,
And hate of tyranny, were there
Dropped into young hearts, unaware,
To blaze again in slavery's funeral pyre?

PUBLIC OPINION.

Public School System in the South.—The Rev. Mr. Mayo, of Boston, to-day had an interview with the President in regard to his contemplated tour in the South, in the interests of a movement for strengthening the common-school systems of that section. The President signed a strong letter of commendation of his plan. Mr. Mayo also had extended consultations with ex-Governor Brown and Alex. Stephens, with Randall, Gibson, and Mr. Atkins, and all expressed thorough sympathy with his purposes. He goes under the auspices of several Northern societies, and besides the letters from the President and nearly every member of the Cabinet, he has cordial indorsements from the leading Southern Congressmen, both of the Senate and of the House. His interviews with these Southern gentlemen were of the most encouraging character, and indicated with certainty that public opinion in the South among the better classes is beginning to set strongly in favor of establishing a thorough public school system. — *Washington Corres. of N. Y. Herald.*

Popular Education in the South.—The *Charleston* (S. C.) *News and Courier* takes the most advanced ground in relation to popular education, rightly holding that "the only permanent safeguard against the abuses to which universal suffrage is open is in the education of the people;" and it declares that "the extension of education in South Carolina will do more in the end to solve the great social and political question of the day than any poll-tax or property qualification." It holds, furthermore, that it is not the colored people alone who need education, and says: "There is far too much ignorance among the whites. South Carolina cannot be what her people desire to make her until the State shall place within the reach of every citizen the means of acquiring, at the common expense, the ground-work of an education. This done it will be, as it ought to be, a disgrace to be ignorant." The baleful influence of the slave system upon popular intelligence is frankly conceded; "it favored a few at the expense of the many." But in this new day, says our contemporary, "for blacks and whites alike, for rich and poor, for the lowly and the exalted, Democrat and Republican, let the precept and practice be to educate, educate, educate!"—*Boston Herald.*

Our Pupils.—It is as much the duty of teachers to study the nature of children as it is to instruct. Indeed, there is but one way to reach successfully that mysterious entity, the mind, and that is by natural avenues. Approach by other roads is offensive trespass, the receptacle is closed against it, and the proffer rejected. Hence, nothing is gained by coercion. The process may be submitted to, but the result is unnatural, therefore a deformity. Is it not high time that our practice should be consistent with our theories?—*Ark. School Journal.*

Plymouth. 1620.—As the germ of the oak is in the acorn, the germ of our Commonwealth, alike in herself and as she represents the nation at large, was in the group which clustered that December day 260 years ago on Plymouth rock. My official duty calls me to many anniversaries among the people of Massachusetts, but this embodies them all in one. The agricultural festival should be held with this, for the Pilgrims were the first farmers, and made the soil of Plymouth yield them a support. The educational gathering and institute are but an outgrowth of Pilgrim foresight, which spent even from its scanty store that learning might abound. The soldiers of the Grand Army of the Republic, as they renew and gather around their camp-fires, recall no more the memory of Gettysburg than they do the spirit of the Pilgrim which animated them at the outset to give their services under Freedom's flag. Those who so tenderly touch the chords that link them with fatherland, from which they have more recently come, should certainly be here, for the Pilgrim would be in sympathy with them. The college, the mart, the railroad, literature, science and art, church and State, all do well to bring their tributes to this shrine. And so, responding for Massachusetts, I respond for no class or calling, but for all her men and women. I rejoice that she is to-day, — on a larger scale, — just what that Pilgrim community was, more than two centuries and a half ago,—a community the virtue of which is not in its governors, or preachers, or captains, but in its homes and firesides, its families, just like those in the picture in Pilgrim Hall; its plain men and women, who live temperate, pure, and wholesome lives, who constitute the ranks of a stable citizenship, who go about their daily toil, who sustain our schools, and who are the foundations of society. — *Hon. John D. Long, Gov. of Mass.*

Christian Education. — One of the grandest features of our Christian country is the determined Christian purpose to educate in the fear of God. Governor Colquit, of Georgia, recently said, "Disguise it as you may, the New England States, with their schools and universities, have dictated laws to this continent. They have sent New England ideas all over the West, and they dominate there. The bright-eyed boys on your mountains and wire-grass may represent you nobly before the world if you educate them." Let every parent see to it that his child has the best possible opportunity to become educated in the true sense of that word.—*Ex.*

Just The Man.—The Regents of the State of New York are not exactly kings, but they are very important rulers in our part of the educational world. They need to be good men, live men, men of brains. The old fogy has no place among their number. A death has occurred among them, and we can think of no better man to fill the vacancy than Dr. J. Dorman Steele, the well known and popular author of many scientific text-books. He is just the man for the place, and the place needs just such a man.—*Barnes's Ed. Monthly.*

ENGLISH LANGUAGE IN THE PRIMARY SCHOOL.

BY MISS E. M. REED, PLYMOUTH, N. H.

Every art must be learned in the beginning by practice. The art of language demands much practice. The acquirement of a vocabulary and a familiarity with correct forms of expression is a very slow process, and, like the study of numbers must be begun early in the child's life. If this practice be omitted for technical teaching, or if it be delayed until the pupil's habits of speaking be firmly fixed, and until the period of acquiring an extensive vocabulary easily and rapidly is past, a fine command of language can hardly be acquired. A life-time will hardly suffice to obtain what might have been easily gained in the impressible season of childhood. That language does have, then, more than an incidental place in the primary school, no one will question. Not as a science, at all, but as a means of gaining a vocabulary and fixing correct forms of expression, thereby preparing for the scientific study of the language. Nor will a proper teaching of it add to the teacher's work, but rather leaven the whole lump. Anyone who has tried it, or has watched its working in the best schools of the country, will bear me out in this statement.

There is no more favorable period in the child's school-life for this work. He is constantly getting new ideas; these need to be expressed, — need to be put into words. Ideas become clearer ideas through expressing them; thoughts are retained by being stated clearly. There is, then, a great call for the use of language, and,

if given the opportunity, the child will respond with a readiness he will never afterward exhibit. He has not self to forget at this period, for he has never learned to to think of self; neither is he conscious of surroundings, as he will be later, but will freely and unaffectedly state his thought. That is what he has been doing for years before coming to school, — been doing it as he has been doing nothing besides,—for he has been allowed and encouraged to talk about everything with which he came in contact. Exercise his one talent, then, and continue the instruction begun at home. The school-room will be more real to him with this one connecting link between it and home.

Language-culture must be largely oral through the primary course; each "lesson is the joint product of the work of teacher and pupil." Its exercise, therefore, depends upon the genuine sympathy existing between teacher and pupil, and also upon the teacher's individual thought in planning an exercise. This being true, no detail of methods can be closely followed. I can, however, speak of some of the methods I have used in language-training, and these will suggest many others to your mind.

Let the first exercises be purely conversational, and with the very little ones let them continue so for several weeks. Let the questions with the youngest ones be somewhat after this manner: How many shoes have you on your feet? The answer comes, "Two." Two what? "Two shoes." What about two shoes? "Two shoes on my feet." Now who will tell me the whole story? and so follow up the questioning until you receive a complete statement. They soon learn that you expect this, and will give it without waiting to be questioned for it. How many mittens do you wear at once? What do you wear on your head? what else? who wear bonnets? who wear tall hats? What do you see from the window? What did you see coming to school? What do you think you will see going home?

Show pictures, and call for the objects they can see in the picture. Show apple, and ask, What would you do with it if you had it? What else can you eat? When do you eat breakfast? dinner? supper? When does puss have her dinner? How does puss drink her milk? How many feet has your cat? What will she do if you pull her tail? With what will she scratch? Where does she hide her claws? Show toy-horse and cart, and ask, What do you see now? Is this a real horse? Is this a real cart? What can a real horse do? What do people put in a cart? How many of you have a cart at home? Is it just like this cart? Is it as large?

In this way I lead them to observe and think, and then require their thought. They soon lose all restraint, and talk freely and sensibly about their home, their playthings, what they like, what they do not like, with whom they play, what things are made of wood, of glass, of tin, or about any particular thing to which I call their attention. I have only to present the stimulus to thought, and their little active minds respond readily. Thought with them means expression, and they give it without thinking of how they shall give it, or feeling at all embarrassed as to their nouns, verbs, and adjectives. There are constant mistakes in the use of these at first, but gentle, patient correction soon establishes a fair degree of perfection even with the little ones.

At first I can have little method in my questions. My aim is solely to awaken thought without regard to concentrating it, and to ascertain the child's range of ideas. When I know where the class stands, I can choose my subjects and put my questions according to the children's comprehension. Objects themselves, or pictures of objects, present the best stimulus of thought. "Indeed the only way to cultivate language in the child is to extend her knowledge of objects, and allow him full opportunity of talking about them and hearing when talked about."

Movements have a great charm for children, so I let them describe mine or each other's. I go to the board, draw a straight line, return to the class, and ask who can tell me what I have done. I open a door and talk with an imaginary person outside, and ask again what I did. I go to my desk, take a flower from the vase and give it to one of the class, and again ask what I have done. I let her do what she pleases with the flower, and let them tell me what has been done.

At another time I say, Put your heads on the desk and think of something that has four feet; two feet; that flies; that has four wheels; two wheels; one wheel; three wheels. Of something you would like me to bring you when I go to Boston; of something that grows on trees; of some animal you know; of some plant you know. Tell me what articles are found in the kitchen; in the parlor; in the school-room. I write a sentence on the board, putting a horizontal line in place of one of the words, and require the child to supply the word omitted. For illustration:

Teacher: My —— can jump.
Class: My cat can jump.
My dog can jump.
My cow can jump.
My brother can jump.
My squirrel can jump.

These skeleton sentences give excellent practice in word-finding, both now and farther on, when I can leave several blanks to be supplied, or when I can put a story on the board, writing only a few of the most important words, and require a connected story with this mere outline for a guide.

I describe a word and require them to tell it me from the description. Thus: "I am thinking of something that grows in the field, and that men mow in the summer time." They are quick to say I am thinking of *grass*. "I am thinking of something the grass makes when it is dried; of something that is done to the hay; for what the hay is used."

I tell a story, and require the scholar to tell me what he remembers of it. I point to a word with which they are familiar, and ask who will use this word in a little story.

I point to an object in the room, and ask, Who will tell me something about this? They answer the questions: What can you do? what can you taste? what can you wear? what can you hear? what can you touch?

All these ways, and many more, I use to "bring to expression their previous knowledge, and to make it a basis for added facts." The number of ways may be quadrupled and still leave ample scope for originality. All these exercises are adapted to the first years in school. They are largely conversational; occasionally objects are described, but the power of description comes later than the power to narrate, so I employ narration first.

With older pupils I enlarge upon many of the exercises I have mentioned, and employ others demanding a more extended knowledge, and a wide vocabulary, taking care always to adapt the exercise to the child's ability. I require answers in a written, as well as in an oral form. Children early learn to meet this requirement, since they begin to write as soon as they enter school. The pencil becomes as familiar an instrument for communicating thought as the tongue. When, however, the exercise is a written one, let it be preceded by a careful oral one, or by several oral exercises of a nature similar to the written one. Writing is a slower process than talking, and you will find the child either forgetting the thought in thinking of the expression, or but half-expressing the thought; as, 'The parts of a hammer handle and head'; or, 'I like play with dogs.' This is especially true of older children who have never been required to express themselves in writing. They will give the significant words so one knows what is meant, but will omit connectives and verbs.

I have parts of the reading-lesson copied or written from memory. Stories from pictures are related and written. I require descriptions of objects, of journeys, of cities. They write letters. They write stories from the words which form their spelling-lesson. They tell me what they know about coasting, blackberrying, piling wood, peddling oysters, cutting ice, selling newspapers, dressing dolls, making things for the fair; about gardening, planting, haying; about horses, oxen, hens, rabbits, squirrels, parrots; about the summer wild-flowers, the first spring flowers, fragrant flowers, hot-house plants; about games; about events in history, characters in history. Geography furnishes much material for language-work.

The *reading-lesson* is a prolific source of language-training. First, there are the pictures. Ask what is seen; have names assigned to this boy or that girl; the dog, the horse. Ask what the basket contains, and where the children are going with it; what they will do with its contents. Draw from them what in their own experience, the picture recalls. By a little skillful questioning they will invent a good story, founded upon what they see in the picture.

Then there are the words to be developed, — that is, their meaning explained and illustrated; for instance, *descend* occurs. I feel sure they are not familiar with the form of the word, and think they do not know its meaning; so I say, "See that man on the house-top; how will he get to the ground?" "He will come down the ladder." Now, who knows one word he can use for "come down," — one word in place of these two? If, after a few seconds' thought, no one suggests the word, I give it to them, writing it at the same time on the board; then ask who will change the sentence, "He will come down the ladder," and use the word. I receive the sentence, "He will *descend* the ladder." I then call for other sentences involving the correct use of the word, until I am sure they comprehend its meaning.

Phrases and sentences have often to be developed in a similar way. For instance, this sentence: "I look at people with the eyes of my mind as well as with the eyes of my body." Draw from them that to look with the "eyes of the body" simply means to see, and that to look with the "eyes of the mind" at the same time means to think about what is seen. The sentence then stands like this: "I think about people when I see them." The sentence is now in a form that they understand, and they can even farther change it, so that it reads, "When I see people I notice their dress, their manners, their habits, and the expression of their faces."

I will illustrate farther. This sentence occurred the other day with my highest class in the primary school: "A habit of observation and reflection will enable us to see and know many things of which we would otherwise be ignorant." A look of blank dismay comes over the faces of the brightest at this fresh difficulty. It seems the hardest hill they yet have had to climb, and the sigh I hear plainly seems to say, "I suppose somebody meant something when he wrote this, but I am sure I don't know what." I give them a moment to consider it, while I rather enjoy their perplexity. It tells me they expect to understand whatever they read, and are disturbed if they do not. That is the way I have trained them, and every one likes to see his work prosper.

"A habit of observation and reflection will enable us to see and know many things of which we would otherwise be ignorant." How many of you ever observed anything? This is not hard; surely they have observed clouds on the mountain-tops when it was going to rain; that the sun sets sooner in the valleys than on the mountain-tops; that the clouds were gray, when they came to school. They have observed various processes in the tannery. They have observed that cows twist off the grass with their tongues, while horses bite it off. By always observing, what do you acquire a habit of? A habit of observation. What do you acquire by always observing? A *habit* of observation. What do you acquire by always talking correctly? by always obeying? by always observing? Their faces begin to brighten, and I judge they have more idea of the meaning of the phrase, "A habit of observation";

so I ask them who will use other words in place of these, and the answer is prompt,—"Always observing."

I then develop "reflection" as meaning, in this connection, thinking particularly of what we know or see. They also tell me that the phrase, "will enable us to see and know," means will teach us. Also that "to be ignorant" means "not to know." Using, then, the words that have just been brought out, the sentence runs: "Always observing and thinking particularly of what we see or know, will teach us many things which we would not otherwise know." Words and sentences taught in this way must become a part of the scholars' vocabulary. Every reading-lesson then increases to a great extent the child's knowledge of words. Every lesson exercises him in the use of language. Language is but the expression of thought. Every lesson should stimulate thought, and lead to the expression of this thought; hence every lesson should be a language-lesson.

But let me repeat, right here, what I must have said before, that true language-culture grows out of the thought of the child. He does not gain it by repeating your statements. Language does not consist in imitating; it consists in giving to ideas that are in the mind names that will express these ideas to others. If the child has not the proper terms to express the idea, give him those terms, but let the arrangement be entirely his own. You are not sure of his thought otherwise; he merely repeats what *may* be meaningless sounds to him. Every language-lesson has a double object; for since there can be no expression of thought without the thought itself,—we must stimulate thought. And some one has truly said that the great difference in men lies in the power, and therefore in the habit of thought.

I have spoken of comparatively few ways that I use to cultivate language, but they may serve to suggest many others to every enthusiastic, seriously-earnest teacher, who is intense in her love for her work, and in her desire to know more about every phase of it. It is not an easy subject to teach. It requires too much of one's own self, is too living. It is not easy, but it is fascinating, perhaps because it demands so much real thought. The successful teaching of it, too, is the result of a quickening impulse which only comes from a joy,—a real gladness in one's work.

To do our work dutifully and well is all the statutes require of us, perhaps; but you know you are not satisfied, are not even content with that. You give the best you possess to your work, all of intellect that has been loaned you, all the character you have acquired. All depreciation of your work, all misjudging of your motives will influence you to abate hardly one jot or tittle of your enthusiasm in it; all cannot make you believe teaching consists in keeping children at just such an angle in their chairs or on the floor, in droning out the reading-lesson, in the mechanical performance of examples, nor in the monotonous recitation of the geography-lesson. Look farther into the meaning of the word *practical*, and decide for yourselves whether it has another side than the bread-and-butter one; whether it has not a wider significance, intended to include all that makes work pleasurable as well as profitable.

One thing else: the highest success in language-teaching depends upon an unclouded social atmosphere in the school-room. Though true of other teaching, it is especially true of this. The teacher admitting this, will create such an atmosphere before taking one step in the lesson proper. Such an atmosphere should always prevail. We have all to admit it does not. If, however, we can have one period in the six hours harmonious, sympathetic, entertaining, and free from disturbing influences, something may each day be gained which would otherwise be left undone.

Experience has taught me a few other things in regard to the teaching of language. The average child is very imaginative, and the teacher's work is not so much to cultivate the imagination as to train it. Teachers mistake right here. Some think the wildest statements are the most indicative of brilliant thought, and foster the wonder-loving spirit in the child until he can not tell the true from the false. Require from him plain, unvarnished statements, and check all inclination to exaggerate. The best conducted language-lesson can not take the place of steady, careful correction of all grammatical errors, provincialisms, and colloquialisms, or of simple, elegant language on the part of the teacher.

Finally, do not be discouraged by your first attempts at language-teaching. The art is not acquired in a day or a week. Do not be frightened because some worthy member of the schoolboard, who has not given the subject much attention, fails to appreciate your efforts. Judge for yourselves whether the work you are doing is productive of good results, and proceed accordingly. Do not use the methods I have suggested, or any others, until you have made them your own. Study the working of your plan in everything; keep yourselves fresh for the consideration of any change in methods; weigh the change justly, and decide its worth.

A CIRCULAR LETTER TO PUBLIC-SCHOOL TEACHERS.

FROM HIRAM ORCUTT, A.M.,
Tilden Ladies' Seminary, West Lebanon, N. H.

My Dear Friends: — By long service in the school-room I have gained a permanent relationship to the whole body of American teachers, and naturally feel a deep interest in you, and sympathy for you, in your important and difficult work. Hence I beg permission to address you, in a familiar letter, touching the points which have an important bearing upon your improvement as practical teachers, and your present and future success.

I see you installed in a position of great dignity and of commanding influence. You are intrusted with the management and instruction of the *Nation's* children, who are soon to become citizens in this Republic and to share in the management of public affairs. With the aid of the mothers in their homes, you are to form their character, and thus, under God, in a measure, to determine not only their individual condition in life, but also the condition and destiny of this great people. Other professions share in the responsibility of this important work, but none so largely as your own. The mother, as I have intimated, has given form and tint to the bud and opening flower, but it is yours to watch over that mighty process until the fruitage shall appear. When these children leave your hands they will come into practical life, and their influence will begin to tell upon the lives of others. You should, therefore, measure your own responsibility by this practical standard, and see to it that your work is well done.

Your field of labor is not limited to the school, but includes also the homes from which your pupils are gathered. Indeed, your success as teachers depends largely upon what you say and do in these homes. You will find too many of your patrons ignorant of what constitutes a good school, and indifferent as to its success or failure. You should take special pains, therefore, to instruct them, and to inspire them with new interest in the education of their children. In a word, you should aim to elevate and improve the whole people among whom you reside.

You can reach and gain the confidence of these parents through their children. Win the child and you will win the mother, and through the mother, the whole family. As you visit these homes, you should interest yourselves in whatever interests them, and aim to impress them with your own views, and impart to them your own enthusiasm in regard to school matters. In this way you can secure the coöperation of both pupils and parents, which is of the utmost importance. Indeed, no school can be successful while public opinion is against the teacher. Where the highest success is attained, the combined influence of each pupil and family is exerted to sustain a skillful master or mistress. Judicious management and great care are necessary on the part of the teacher to secure this result, but such painstaking is wise and well rewarded.

Again, your success depends upon the earnestness and determination with which you prosecute your work. The *indolent* teacher might as well be dead, so far as the school is concerned. Enthusiasm is potent in the school-room as well as in the world. If manifest in the teacher, it is communicated to the pupils. It wakes up mind, inspires study, and becomes an animating and controlling force in all the exercises of the school. And a determination to win, and hold and control, should be cherished and manifested at all times and everywhere.

And if you would make the most of yourselves as teachers, and do the most for your schools, present and future, you must *study;* study your daily lessons; study collateral subjects; study methods of instruction and illustration. In this way alone can you be fitted to appear before your classes. Study school-management, that you may prevent evil; study methods of discipline, and the peculiarities of individual pupils, that you may judiciously punish wrong. No teacher can long sustain himself who does not make it a point to gain wisdom from the experience of others. Every teacher should own a professional library. It is indispensable, to the same end, that you take and read some educational journal. In no other way can you make progress in this progressive age. So important is this point to the welfare of our schools that no candidate should be licensed who has not interest enough in school-work to subscribe for some educational periodical. Every live and progressive teacher knows that he cannot afford to do without such reading.

[The inquiry may here be made, Where can the best educational periodicals be found? I answer, THE NATIONAL or NEW-ENGLAND JOURNALS OF EDUCATION, PRIMARY TEACHER, and the educational review, EDUCATION, published by T. W. Bicknell, at 16 Hawley street, Boston, are the best.]

Still another important suggestion may be here indulged. You should organize and hold weekly, or bi-weekly, teachers' meetings in the town where you teach. Such gatherings are very profitable to each and all, as they afford opportunity for consultation and discussion, and enable each to compare notes with every other teacher, and thus to utilize the best thoughts and methods of all.

Now, in closing, allow me to express the hope that you will realize the far-reaching consequences of success or failure in the work you have undertaken, and also the possibilities of your life, if you improve all your opportunities for culture and usefulness.

JOHN JENKINS, THE PENMAN.

Who has ever written the history of penmanship? The art of printing has had its numerous historical devotees, but the art of executing the letters of the alphabet in script has had few or none. I was recently led to this interrogation-mark while looking over my library and finding a book but little known, which was published at Andover, Mass., in 1813, entitled, "*The Art of Writing.* By John Jenkins, Writing-Master." It is of quarto form, and contains 72 pages. The author claims to have first put in practice the modes of analysis now so common in a modified form.

He found that he could resolve nearly all the letters of the alphabet into six elementary forms. To these he gave the names of the direct *l*, as seen in the letter *t;* the inverted *l*, as seen in the first part of the letter *n;* the curved *l*, as seen in the last half of the letter *n;* the letter *j*, *o*, and the stem, or straight mark.

The author gives us finely-engraved, copper-plate copies to illustrate his system. His methods of illustration are quite equal to any of those employed at the present day. This is true in securing a graceful curve to the letters. He made his pupils trace over each letter with a dry pen, so that they should be able to have an idea of the principle stroke, how to hold the pen, and give the right motion of the fingers. The author also made an analysis of the capital letters, which was quite simple.

Mr. Jenkins tells, us in his preface, that he com-

menced teaching penmanship as early as 1781, and has taught in ten States of the Union. His first book was published in 1791, under the patronage of the Legislature of Massachusetts, of the American Academy of Arts and Sciences, and of many gentlemen of distinguished literary talents; among them were Benj. Rush, M.D.; John Warren, M.D.; John Hancock, LL.D.; Leonard Woods, D.D.; Ezra Stiles, D.D.; Timothy Dwight, D.D.; and Noah Webster, Jr., Esq.

But Mr. Jenkins had his trials. Wrifford and Towne's system of writing was published in 1810 and 1812, claiming a new invention in the art of writing, but which Mr. Jenkins declared was only a plagiarism of his own, and much inferior. In this sense we may claim that all the systems published since his time are plagiarisms, though greatly modified and improved. Mr. Jenkins proposed to complete his work in seven books, but I am not aware that he even published more than the first book.

The more modern methods of teaching penmanship began about the year 1820, in what was known as the running-hand. The Carsterian system came into use about the year 1830. This was followed in this country by the several systems now in use.

The writer of this article made use of Jenkins's system of analysis forty-seven years ago, and though the printer may be surprised to learn the fact, he made more money from his evening writing schools than from his day school. He had no rival for several years, till at last a fellow came into town who could make eagles with fishes' tails, which had the effect to drive the writer out of the field, as he had no skill in *flourishes*, as they were then called. ENTITY.

THE SPEAKING VOICE.—(II.)

BY JOHN HOWARD, N. Y. CITY.

So the speaker, whose habitually mild and feeble utterances in private life has given him no concern, finds himself called upon to put forth some intentional, conscious bodily effort to meet the demands of public address, even though the public is represented by a class of half-a-dozen scholars, at the distance of the recitation-seats.

Nothing could be more natural than this effort nothing more harmful than its blind indulgence. *For the bodily efforts that are almost sure to be made are the very ones which disturb and distort* the natural and functional powers of voice-production.

Let the reader make a few experiments which prompt him to unusual exertion of the smaller bodily parts, such as the fingers, the hands, the teeth, and notice how invariably his extremity of effort will introduce the same general bodily effort.

For instance, let him take a stick of wood, or a lead-pencil, in both hands and try to snap it in two. If a positive effort is required, it will be noticed that the whole upper-frame co-operates with the hands; that it grows more and more rigid as the hands tighten more strongly.

Or let any one place a half-cracked nut between his teeth and try to crunch it. Suppose he does not succeed at the first trial, and tries again and more determinedly.* Will not the sides and back be felt to set themselves with an exertion so great that it often causes a sensation of tremulousness?

It is the same effort, exactly the same, that we make when lifting a heavy weight. Attempt to lift one end of a heavy piano; notice the physical exertion, and suddenly let it cease. The sides and back will be felt to suddenly grow more loose, with the very positive sensation of vanishing exertion. Now repeat the effort with the hands and teeth, and it will be proved that the stiffening and bracing of the whole upper frame is the same in each and every case.

For lifting the piano, this frame-stiffening effort would be indispensable; but for cracking the nut or breaking the pencil it is utterly useless. It is a sympathetic effort, prompted by the instinct to bring every possible force to bear. It may be recognized as the state of bodily tension into which a person is thrown by sudden fright, or by nervous apprehension.

Though this general effort is necessary for heavy lifting, and simply useless for pencil-snapping, nut-cracking, and similar arts, it is a positive hindrance in the act of voice-giving. For the power of the voice depends mainly upon the compression of the lungs; and how can they be compressed when their boundaries, the very parts which are to press inward, are rendered stiff and immovable by the rigid effort just described?

The lungs must be squeezed, just as the bulb of an atomizer must be squeezed to force out through its nozzle the perfumed spray. Similarly will the vocal spray be sent through the wind-pipe, upward through the slit between the vocal chords, and converted into voice. The more the bulb is pressed the larger will be the volume of the spray, and the greater the distance to which it will be thrown. The more strongly the lungs are crowded upon, by whatever bodily parts surround them, the larger will be the volume and range of the voice.

It may seem that I dwell upon this axiom with too much pertinacity, giving it all the demonstration of a veritable proposition. My excuse is that we read in every quarter that the breath must be reserved; that its force must be moderated by the diaphragm; that only so much breath, and no more, must be apportioned to each tone. Dr. Streeter was quite as mischievous in insisting that the breathing should be let alone as a matter of little consequence. Prof. Monroe gave the most positively harmful instructions by actually directing that, among other things, the intercostal, or between-rib muscles should be used, though their contraction is, as we shall later see, the bugbear of all respiratory study. Dr. Guilmette acknowledges the importance of respiratory study, but utterly mistakes the true respiratory process that he credits one muscle with service performed by others. Most assuredly the subject of respiratory support of the voice is in so lamentable a state of neglect and disagreement that self-evident truths are excusably insisted on and circuitously proved.

More exact advice must await a more particular explanation of the crowning faults of respiratory support. For the present the speaker can only be instructed to examine himself, so that he can decide whether he does, or does not, compress the lungs adequately.

Consider, then, that any sinking inward or downward of the ribs will compress the lungs. To be sure, the lungs do not fill the whole space inclosed by the ribs, but only a part of the upper-chest; yet a sinking of the lower-chest or of the sides, will surely and forcibly compress the lungs and drive the air upward with equal force through the bronchial tubes and the wind-pipe, as a moment's reflection will show. Now let any interested reader place a hand first upon his chest, and either sustain a prolonged call or repeat several shorter calls without renewing the breath. Then repeat the calls while placing the hand upon the shoulder. If you find that these parts rise during the calls and fall after they have ceased, you may know positively that your respiratory habit is wrong. For are you not drawing away from the lungs the very parts that should compress them?

Again, clasp the sides with both hands, first at a point half-way between the hips and the shoulder, and a little toward the back; then as near the armpits as you can reach. Do these parts swell outward during the calls? If so, you are wholly in error, and the voice must suffer in consequence.

The only general advice which can be thrown into a few words is this: Inhale breath in such a manner that you will raise or swell outward the very parts that were so moved during the calls. Then call as before, while you intentionally relax the inspiratory efforts which raised or swelled the parts, thus letting them sink or fall apparently of their own weight. Such relaxing movements will oppose the contrary faulty movements, and some partial relief may be obtained.

THE FAME OF THE CITY.

BY JOHN BOYLE O'REILLY.

A great rich city of power and pride,
With streets full of traders, and ships on the tide;
With rich men and workmen, and judges and preachers,
The shops full of skill, and the schools full of teachers.

The people were proud of their opulent town;
The rich men spent millions to bring it renown;
The strong men built and the tradesmen planned,
The shipmen sailed to every land;
The lawyers argued, the teachers taught,
And a poor shy poet his verses brought,
And cast them into the splendid store.

The tradesmen stared at his useless craft,
The rich men sneered and the strong men laughed;
The preachers said it was useful quite,
The school-men claimed it was theirs to write.
But the songs were spared, though they added naught
To the profit and praise the people sought,
That was wafted at last from distant climes.
And the townsmen said, "To remotest times
We shall send our name and our greatness down."

The boast came true; but the famous town
Had a lesson to learn when all was told.
The nations that honored cared naught for its gold,
Its skill they exceeded a hundred-fold:
It had only been one of a thousand more
Had the songs of its poet been lost to its store.

Then the rich men and tradesmen and schoolmen said
They had never derided, but praised instead;
And they boast of the poet their town has bred.

—*Harper's, for January.*

VARIETIES.

AT THE END.

And soon, when this life with its waiting is over,
And night passes from us, and day shall appear,
The light of the Lord shall His glory discover,
And we shall then know what we only guessed here.
Oh, then we shall sing the old words with new meaning,
For then we shall gaze on Him; then will be given
The light of His countenance, no shadow screening,
And finding our Father our hearts shall find heaven;
And sing on forever,—
"How great is His goodness,
How great is His beauty."

—*Marianne Farningham.*

Mr. Editor:—The inclosed "specimen of English literature of the nineteenth century" was picked up by

A SUBSCRIBER.

Mr Post Ofice Keeper if there is any male Comes for me pleas send it to Anamosa Iowa and oblige me yours respectuly

F—— M——, *Iowa.*

— A gentleman saw an old Highlander, one day, fishing with a bent pin. He said to the man, "Fish will never be caught with that." "Ay, they will," the man replied, "if they'll only take it into their heads."

— Mr. A. Bronson Alcott has no faith in the opinions of the ancient disciplinarians of New England. "I hold," said he, the other day, "that the man who cannot govern children, or men either, by moral means,—by the power of his eye, the charm of his manners, the resources of his intelligence, is not worthy to control his fellow-creatures."

— An aged negro, the other day, was showing the scars of the wounds inflicted by the lash when he was a slave. "What a picture?" exclaimed a sympathizing looker-on. "Yes," responded the colored brother, "dat's de work of de old masters."

— A noted sharper, wishing to ingratiate himself with a clergyman, said: "Parson, I should like to hear you preach more than I can tell you." "Well," responded the clergyman, "if you had been where you ought to have been last Sunday you would have heard me." "Where was that?" "In the county jail."

— The happiness of life depends on the regular prosecution of some laudable purpose or lawful calling, which engages, helps, and enlivens all our powers. Let them bear witness, who, after spending years in active usefulness, retire to enjoy themselves! Prayers should be offered for their servants and wives, and for them, also; they are a burden to themselves. —*W. Jay.*

— An editor in Georgia says: "Gold is found in thirty-six counties in this State, silver in three, copper in thirteen, iron in forty-three, diamonds in twenty-six, and whiskey in all of them; and the last gets away with all the rest."

— A school-boy on being asked what made the Tower of Pisa lean, replied, "Because of the famine in the land."

— More hearts pine away in secret anguish, for the want of kindness from those who should be their comforters, than for any other calamity in life.—*Dr. Young.*

MATHEMATICS.

All communications intended for this department should be directed to the Editor, Prof. E. T. QUIMBY, *Hanover, N. H.*

SOLUTIONS.

PROBLEM 115. $x^2 + y = 11$ (1)
$x + y^2 = 7$, (2), to find values of x and y.

From (1), $y = 11 - x^2$; from (2), $y = \sqrt{(7-x)}$; $\therefore\ 11 - x^2 = \sqrt{(7-x)}$. Squaring both members, we have, $x^4 - 22x^2 + 121 = 7 - x$; observing that $-22x^2 = -13x^2 + -9x^2$, we have, $x^4 - 13x^2 - 9x^2 + 121 = 7 - x$. Transposing and collecting terms gives, $x^4 - 13x^2 = 9x^2 - x - 114$. Adding $(3x^3 - 38x$ to both members gives, $x^4 + 3x^3 - 13x^2 - 38x = 3x^3 + 9x^2 - 39x - 114$. Dividing both terms by $x^3 + 3x^2 - 13x - 38$, gives $x = 3$; and substituting this value in (1), we easily find $y = 2$.

I would suggest to the one who asks for the solution of this problem that he try to find the values of x and y in the equations $x^2 + y = 7$ and $x + y^2 = 11$, which can be solved in a similar manner. MARCELLUS THOMPSON.

Clarksburg, W. Va., 1880.

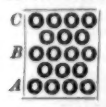
[ANOTHER SOLUTION.]

Transposing in (2), $x = 7 - y^2$ (3)
Squaring (3), $x^2 = 49 - 14y^2 + y^4$ (4)
Substituting values of x in (1), $11 - y = 49 - 14y^2 + y^4$ (5)
From (5), $y^4 + 14y^2 + y + 49 = 11$ (6)
From (6), $y^4 - 14y^2 + y + 38 = 0$ (7)
Factoring (7) $(y^3 + 2y^2 - 10y + 19)(y - 2) = 0$ (8)
Whence, $y - 2 = 0$ (9); $\therefore\ y = 2$.

Pinckneyville, Ill., 1880. R. B. ANDERSON.

[Neither of the above are strictly solutions of the equations, since they depend on the discovery of a factor, which can be done only by trial.—ED.]

PROBLEM 151.—How many balls one foot in diameter can be put into a cubical box of which the sides measure four feet in the clear?



If the author of this problem will examine the arrangement of the balls as in the figure, he will observe that it can be proved that the distance from *A* to *B* is very nearly 17 inches, and also from *B* to *C*. As the depth of the box is 48 inches, we can put in as many rows as are represented in figure,—that is, we will have 3 rows with 4 balls in each, and 2 rows with 3 balls in each; therefore total number:

$3 \times 4 \times 4 = 48$
$2 \times 3 \times 3 = 18$
66

Wakefield, R. I., 1880. JAMES WATERS.

PROBLEM 152.—A grocer cut off from a cheese a segment which took ⅓ of the circumference and weighed 4 lbs. What did the whole cheese weigh? R. W.

Let r = radius of transverse section of cheese. Since the part cut off is bounded by ⅓ of the circumference, the chord of this arc $= r\sqrt{3}$. Area of transverse section $= \pi r^2$; area of sector bounded by ⅓ cir. $= \frac{1}{3}\pi r^2$; hence area of segment cut off $= \frac{1}{3}\pi r^2 - \frac{r^2\sqrt{3}}{8}$.

Now, considering cheese as uniform, the weight of any portion will be directly proportioned to its area.

Hence, $\left\{ \frac{\pi r^2}{\frac{1}{3}\pi r^2 - \frac{r^2\sqrt{3}}{8}} \right\} 4 = 15.128$ lbs., weight of cheese.

JAMES WATERS.

PROBLEM 153.—A pigeon started from Cincinnati at 8 a. m. and flew east at the rate of one degree of longitude per hour: how many degrees was it from the place of starting at its noon?

Ans. At the time of starting (8 a. m.) the pigeon was 4 hours, or 60° of longitude, from the meridian on which the sun was then vertical. This *noon* meridian may be considered as constantly moving westward at the rate of 15° of longitude per hour, while the pigeon is flying eastward at the rate of 1° of longitude per hour.

1° = distance passed over by pigeon in one hour;
15° = " " " " sun " "
16°) 60° = distance passed over by both pigeon and sun;
$3\frac{3}{4}°$ = distance of pigeon from Cincinnati at the time required. *Ans.* 3° 45′ E. of Cincinnati. J. A. H.

[J. A. H. probably does not mean to speak of 60° as a *distance*. Distance has no such unit as the degree.—ED.]

PROBLEM 158.—From the middle of the side of a square field containing 10 acres, I run a line cutting off $3\frac{7}{8}$ acres: how long is the line? M. C.

Since the field contains 10A., it is 40 rds. sq. Through the middle of one side draw a line to the middle of opposite side. The square is thus divided into two equal parallelograms, each containing 5A. Draw a diagonal in the parallelogram. It is divided into two equal parts, each containing $2\frac{1}{8}$A. Now since supposed figure contains $3\frac{7}{8}$A., the required line is not a diagonal, but falls somewhere in the adjacent triangle and beyond the diagonal, forming a right-angled triangle, having for its base one side of the square, and the hypothenuse, the required line. The area of the triangle must $= 5A - 3\frac{7}{8} = 1\frac{1}{8}$A $= 180$ sq. rds. $180 \times 2 = 360$ = area of rectangle having base = base of the triangle, and altitude = altitude of triangle; $\therefore\ 360 \div 40 = 9$ = altitude of triangle. The required line, then, equals $\sqrt{(40)^2 + (9)^2} = 41$ rds.

Genoa, O., 1880. J. W. BOWLES.

PROBLEM 154.—THE JOURNAL states that this problem may be found in any good trigonometry. I may add that the geometrical solution, or proof of rule, may be found in *Hutton's Mathematics*, Vol. II. JAMES WATERS.

PROBLEMS.

PROBLEM 159.—*A* hired of *B* $1000 for one year, at 12 per cent. in advance, and gave his note for the $1000, paying $120 down. At the end of the year *A* said to *B*, "I want the $1000 another year on the same terms." "Well," says *B*, "give me the $120." *A* gives him a check for $300, saying, "Take out the interest and indorse the rest on the note." How much should *B* indorse on the note? Give an arithmetical solution. OLD FOGY.

PROBLEM 160.—I wish to purchase a rope for driving a pulley, having given the diameter of one pulley, 3 ft., and of the other, 4 ft., and the distance from center to center of pulleys, 160 ft; the upper part of rope must have a deflection of 1-45 of the distance between the pulleys. What must be the length of the rope? Mo.

EVENING SCHOOLS.

BY A. P. MARBLE, PH.D., WORCESTER.

In this city the evening schools took the place of the apprentice schools; these apprentice schools were opened for the benefit of young men who had been indentured, and on the condition that they be sent to school a certain part of each year. In the course of time the apprentice system fell into disuse. There are, however, many young men and women of little or no education who used to study, and many of whom are glad to spend the winter evenings in this way. A part of them have moved into the State, and have not, therefore, had the privilege of the day school; others have left school at a very early age, and before the law for compulsory school attendance was so strict or so well executed as now. Besides these,—for whom the evening schools were established,—there is a class of lawless idlers who flock into those schools without advantage to themselves, and to the injury of the schools and of those who really wish to learn. This last class is well described in your correspondence from Philadelphia recently, They have made trouble in our schools also; they are found in Boston and in other cities. In order to meet this difficulty and conquer it, the committee on evening schools in this city issued the following circular, which both states the case for the benefit of those intending to be pupils, and serves as a ticket of admission to the schools, and a receipt for the deposit made:

The Evening Schools have cost the city more than $2,000 each winter the past few years. They are kept for the benefit of persons over fifteen years old, who have not had a good chance to go to school when young. But a great many boys and girls who do not care to learn have flocked in; they have taken up the time of the teachers and of the scholars who try to learn; and they have dropped out as soon as they found they could not go to school for fun. Others have begun to go to school, and have fallen out as soon as good skating or some other amusement comes along.

In order to protect those who give their time, and really wish to learn, and to save the cost of keeping school without profit to the scholars, the Committee now require a deposit of $1.00 from each pupil when he receives his ticket of admission. If he is studious and orderly, and is not absent except when he is absolutely obliged to be, the money will be refunded at the end of about one month, or Dec. 24. He can then renew his certificate for another month. The school will, therefore, cost nothing to those pupils who go regularly, and make a business of it. Those who go once in a while for amusement will lose the money deposited, and thus pay the city part of the cost incurred on their account.

On the above terms this admits —— ——, No. —— —— Street, to the —— Street Evening School till Dec. 24, 1880, unless he is sooner dismissed for misconduct. He has made the deposit of $1.00.

Worcester, Nov., 1880,
—— ——, *Supt. of Schools.*

Dec. 24, 1880. This ticket is renewed till ——, 188
This ticket is renewed till ——, 188

On the first evening, the attendance in each of the schools opened was as large as the average last year; the number has steadily increased; and there has not been the least disorder or disturbance. The school has gone on from the first as well as it used to after three or four weeks of irregularity by the old plan. With scarcely an exception the pupils have taken hold with a will, and shown a disposition to improve their opportunities. The plan has eliminated all the idle and indifferent. In very few cases has the deposit been forfeited. It seems from the experience thus far that the difficulty solves itself, and with no hardship to any one.

TO OUR SUBSCRIBERS.

IN answer to many inquiries, and in order to prevent any misunderstanding, we wish to state that our reduced price ($2.50) for THE JOURNAL for one year, *only applies to those who pay strictly in advance*. We are glad, however, to have subscribers, who are now in arrears, take advantage of that reduction by renewing from the present time at that price, and paying arrearages to date, at the rate of 25 cents per month. THE PUBLISHER.

KEEPING SCHOOL REGISTERS.

A communication in THE JOURNAL, of Dec. 30, led me again to consult my register with reference to marking the attendance of pupils. If your correspondent criticises the directions of the board of education, let his shafts be rightly pointed and his charges rightly aimed, but let no public teacher be censured for trying to comply with such directions. The specifications of the register, to be sure, are not as numerous as some might think desirable; and perhaps more than one, like Alfonso of Castile, might think that if *he* had been consulted about preparing them, he "could have done the thing better." But let us, unofficial people, be modest. Matters will adjust themselves as time moves on, although, no doubt, an occasional sharp stick may serve to hasten the day.

But is the evil so great an one as your correspondent fears? With regard to the first charge, that the "practice" is "unfair to those who do well," he seems to assume that in some schools teachers do, habitually, dismiss pupils immediately after having answered to their names, and that committees approve of it, or at least does not disapprove of it. He, of course, knows best the grounds of his assumption. But is it not mainly a bugbear in his own mind, built up from a variety of considerations?

A custom of dismissing pupils before the close of the morning or afternoon session, of which no record is required in the register, may, indeed, become an evil. Its tendency is probably always in that direction, as the tendency of discipline is always toward laxity; but if parents occasionally make the request, even at an early hour, who shall stand in the way of them because endowed with a higher power, or deny the pupil the credit of appearing in school that day, bound to it as he must be, by a strong attachment to insure his coming that day at all? And what shall be the measure of that credit? Let the language of the school register answer. And should the board of education see fit to change it, let it still give answer. In short, at all times, let the State register determine the ruling of committees on this point.

But the first "charge" is not a heinous one: "It is unfair to those who do well"! What concern, pray, have they in the matter, at all? When their turn comes, let them be dealt with fairly and kindly, themselves alone considered. Besides, if the evil (?) is assumed to be so general, do they not have as good an opportunity as anybody to have a part in it? Who, then, *are* the injured ones? And if the school is seriously at fault in this respect, is it not also at great fault in some other particular? In fact, how is everything else in the fundamental condition of Denmark?

The second "charge" sets forth that "it presents a temptation to the children to get excused, and then play truant," etc. Possibly this may be a matter of some concern. Yet is there but one resource and remedy? Must we despair of a child because he is born into a world to find temptations about him every day of his life? Let us have courage. Let us educate him *against* temptations, even though it must be in the midst of them; let us awaken his ideas to higher ranges; let us try to make him stronger inwardly. What we need, and what we need especially, everywhere, all through society, is a better manhood. The boy must build up his character in the midst of many adverse circumstances. He must, indeed, be cared for. He must be guided, controlled, cautioned, reproved, it may be, but never shut out of the world, because, forsooth, there are temptations in it.

Has the schoolroom anything to do with this work? Yea, verily. The teacher must be the magnetic head of the school. Towards him the rays of the school must centre. He must hold his pupils by invisible cords. He need not continually be stepping upon their feet, thwarting them, and thrusting prohibitions into their faces. Let him act with unmistaken and unmistakable fairness to all. Let his own personal influence be what it should. Let him be imbued with a love for his work, and remember that those minds are not mortal, but immortal. And with it all, can he not make the inward influences of the schoolroom stronger than the outward ones during the school hours?

The third charge, that "it makes our school records . . . . simply a mass of falsehoods," etc., seems to me to be an extravagant statement to come from such a source. There is, undoubtedly, a great lack of uniformity in the manner of "making up" the school-registers in the various parts of the State, at least in some perhaps unimportant particulars. Hence the importance of complying as exactly as possible with the directions given, whatever may be our individual opinions as to what the specifications *ought* to be. But your correspondent appears to term the records "simply a mass of falsehoods" with regard to a matter of which neither the register or the Board of Education takes any cognizance whatever. Need we comment further here?

Again, and finally: "It makes our schools teach that lying, on occasion, is allowable and right, *and so arrays them against our homes and churches.*" (The italics are mine.) I regret for the spirit which prompted such a statement. Was it, indeed, a good spirit? It is much to be regretted that the good "Pastor" found his sensibilities so wrought upon with

writing his few lines of criticism upon the public schools, — more particularly of his own town, where his own influence had effected so little toward a better order of things, and upon what, undoubtedly, he felt to be a great evil to the morals of the young, and the firesides and churches of the people, — to allow his wild pen to run away from his better reason, and to trace that culminating charge. Our school registers are explicit in their directions. How, then, shall the evil complained of, if an evil it be, be disposed of? What Oliver Cromwell shall arise to pronounce an absolute "prohibition" of the hitherto tolerance, and abolish *all* dismissing of pupils everywhere throughout this State of Massachusetts? Whence shall the wise ruler come?

And, finally, query: If it involve a falsehood on the part of the teacher, and so, as is charged, "arrays the school against our homes and churches" to dismiss a pupil two hours before the close of school, how long before the close of a session may a teacher dismiss a pupil and not involve himself in *any part* of such pernicious error and falsehood? Or is the whole subject a case of total depravity? R. B. C.

North Brookfield, Mass., 1881.

NORTHWESTERN NOTES.

CALIFORNIA.

In his late report, the supt. of common schools in San Francisco, John W. Taylor, has a vigorous chapter on secondary education. He take the ground that public education is not a charity bestowed by the rich tax-payer on the children of the poor; but that the State gives freely, and in return receives the benefits that arise from enlightened citizenship. If primary education advances the community one step in prosperity and happiness, secondary education will advance it another, and university education will produce the highest type of citizenship.

On the subject of teachers' qualifications, Mr. Taylor says the educational millenium will have arrived when boards of education appoint teachers in the schools on account of their learning and ability to teach, and not on the score of friendship, or political, church, or family influence. The manner in which positions are secured is described somewhat frankly. It is possible that the picture may suit other cities besides San Francisco. The description is as follows:

"In this city the teacher, irrespective of qualification and experience,—provided she or he hold a certificate,—who can bring the most pressure to bear on the Board of Education, is almost sure of the appointment. The interests of the schools should be considered first, the serving of friends second. Applicants set to work systematically to capture the Board of Education, and if the field of acquaintances is sufficiently large, will generally succeed. The interests of the schools must be neglected, and the children must suffer to provide a living for some unfortunate and perhaps some incompetent persons. It is a well-known fact that the most incompetent teachers bring the most outside pressure to bear on the directors. The same means which are used to elect teachers are employed to prevent an incompetent teacher from being discharged. To keep incompetent teachers out, and discourage those who may be found already in the department, is the most difficult work which the directors have to perform. Very few have a sufficiently high sense of their obligations to the schools or the moral courage to attempt to perform the work."

On the subject of the compensation of teachers, Supt. Taylor says, with some feeling, "The school-teachers are the poorest paid of any employés of the city government except day laborers." To prove this statement, the average salaries of twenty-six of the city departments are appended. This comparison shows undoubtedly that teachers are not well treated in San Francisco, but there is less discrepancy between the salaries of teachers in that city and those of other city employés than in many other large cities of the Union. But Mr. Taylor makes a good point when he says, that any of the high-salaried positions in the other departments could be filled by many of the teachers; whereas few if any of the clerks or deputies could pass the examination or do the work required to retain position in the schools. The peroration of the report is eloquent and stirring. It approves of the plan of relieving the burdens of the taxpayer, but deplores the fact that the only department in the city made to suffer by the spasm of economy was the school department,—"the only one that is kept within the annual appropriation, the only department that ameliorates the condition of mankind and brings a blessing to the poor man, which supplants ignorance with intelligence and reduces the ranks of criminals. If the work of reducing the salaries of all the city officials had been carried out; if a commencement had been made with the salary of the mayor, and the pruning-knife applied to the long list of tax-eaters down to the indolent, soft-handed, high-salaried deputies; if the hangers-on, who do little less than draw their salaries, had been shaken off, and an honest effort made to comply with the general demand for a more economical municipal government, no one would have said one word against a like reduction of the salaries of the school teachers."

IOWA. — An Iowa paper says that a judge of that State, although 68 years of age, and considered a pretty-well educated man, has entered a college in Boston as a student. Welcome to the judge. Send freshmen as a rule; the *sophomore classes* are very full.

Western College, which has for twenty years been located at Western, Iowa, has recently been re-located at Toledo, the county-seat of Tama county.

THE "LOOKER-ON."

EDUCATION AND CITIZENSHIP.

The usual argument advanced to justify the expenditure of public money for educational purposes is, that the State demanding the intelligent exercise of the right of suffrage on the part of the citizen, it is incumbent on the State to provide the facilities of education for those who are expected to possess and exercise this intelligence. The citizen must make the laws which he is expected to obey. It does not seem necessary at this date to justify public education on the above or any other grounds. Education should be cultivated for itself, and diffused for the palpable benefits which it confers on the race, regardless of the influence it has on the use of the elective franchise, the conduct of business, or the conservation of public morals. Education is good because it is good. If it is not the *summum bonum*, it approaches as near that concept as any influence or force that has yet been discovered. It is as superfluous to argue in behalf of education in general, and public education in particular, as to discuss the utilitarian value of air and sunshine. Some truths are so plain as to be clouded by an attempt at demonstration, and some principles are so self-evident that it is the part of wisdom to put them in practice without explanation or apology.

And yet, in the formation and working of a system of education, it is well that the relation of the State and the citizen to each other be kept constantly in sight; hence the mutual dependence of enlightened citizenship and fostered education. One who denies this relationship in these times and in this country is not worthy of serious attention; he is a blind man abusing light, and a deaf man disputing the existence of sound. Viewing the corruption and intrigues of politics, the conscientious teacher is apt to ask, Do I do my full duty in preparing those in my charge for the responsibilities of citizenship? The great majority of our pupils leave school without any idea of the principles on which this government is founded. With his twenty-first birthday the young man finds himself in possession of what may be regarded by him as a sacred trust or as a marketable bit of merchandise. Should he not at this time have more than a nodding, street, or yelling acquaintance with the noble privileges of this Republic, — free speech, free press, free ballot? Are the details of war good preparation for the citizen's life of peace? Should the geography and history of foreign countries form so large a portion of the pupils' course of study? Should not the biographies of men of peace and industrial invention and expansion be studied, to the exclusion of what usually fills our text-books? Should not the Constitution be analyzed rather than the hard lines of *Paradise Lost*, and the laws of the State and Nation explained prior to the mastering of the binomial theorem? Instead of literary and debating societies, should not the youth of our schools be encouraged to conduct miniature conventions, congresses, and elections, in which the exercise of every function of citizenship is anticipated, and the acts made as much a matter of course and of mechanical habit as the application of the rules of arithmetic to business?

Such are the questions that are now troubling the minds of many good and conscientious educators. It is the disposition of zeal to indulge in self-disparagement, and the habit of devotion to fancy nothing given when the very heart and soul of the devotee are given to the cause. That our teachers of all grades do so much, is the very reason why they have an oppressive sense of something left undone; while indolence and self-complacency are boon companions. To such educators we would suggest, that though the world of politics and legislation is bad, it might be worse; that the fruits of their good work are yet to be made manifest; that there are influences working against the school which go far to neutralize the teacher's best efforts; and that assuming too much responsibility and attempting too great tasks cripple one's efficiency in his appointed sphere. There is a time for everything, and a place for everything. Great battles are great events; great generals are great characters. While war in itself is to be deplored, it has been the means of elevating the race. But for the faculties called into being and action by war, the race would still be dwelling in caves or in the foliage of the forest. The story of our country's history appeals to the pride and patriotism of our youth as no other school subject can appeal, and is eminently suited to the cultivation of the principle of citizenship so as to enable them to conform to the legal citizenship with which maturity clothes them.

To the youthful mind the provisions of the Constitution are abstractions; but the signers of the Declaration of Independence,—Washington, Franklin, and Robert Morris,—are living, are inspiring characters. The line of the teacher's duty, tread-mill routine though it may appear, is the line to follow in training youth for citizenship. Good discipline is the most potent influence in this direction; good instruction is an important factor; and for the rest, the length of time the pupil remains in school, his bent and subsequent experience, must settle the matter in individual cases. The theory of government should not be presented before it can be understood and appreciated by the students, even if as a consequence of such delay the great majority of children leave school without an exact and technical knowledge of the departments of government, and their relations and functions. The geography and history of his own country is emphasized and illuminated to the child by a knowledge of the history and geography of other political divisions of the globe. The development of the arts of peace are always illustrated, as they are frequently stimulated by the vicissitudes of war. The resources of different sections, and their bearing upon the character of the people, might be made more interesting and life-like than they usually are when laid down as dry details in the text-book. The facts and principles presented should be such as they can understand and sympathize with, rather than such as they can commit to memory.

All education is a preparation for citizenship. The essence of good citizenship is love of country. The child who is taught to make the most of himself will be a good and useful citizen regardless of his theoretical knowledge of the principles of government. In one particular only does a change seem desirable, and that is that of the greateconomic questions on which men are honestly divided, the text-books in our higher schools should present both sides. In the matter of free trade or protection the college text-books on political economy are biased, and nearly, if not all, are on the same side and on the side, too, which a majority of the citizens in the recent election decided to be wrong. It is not the intention to suggest that the other side be exclusively presented, but that in the interests of broad scholarship and practical American citizenship the arguments of both sides be fairly stated.

FOREIGN.

SAVINGS-BANKS IN SCHOOLS. — The idea of establishing savings-banks in schools which originated, we believe, in Belgium some years ago, has been adopted in France, Italy, Switzerland, and other European countries, and has met with much favor and success. But it appears that in Germany the greater part of the pedagogical societies and journals are pronouncing against the system as being likely to stimulate egotism and a love for money, at an age when one does not expect and hardly desires to see such a spirit prevail, and the *Societe pédagogique de la Basse Hollande* has just emitted a similar opinion. Undoubtedly there is a danger of promoting such a spirit in youthful minds, which would be very disgusting; but at the same time the idea of inculcating economy and prudence is a wholesome one; and such habits of saving are not only beneficial in this way to the children themselves, but often act with powerful effect on the parents as well. In those countries, too, the opportunities for saving small sums are not always very frequent or accessible, and therefore the means of doing so through the agency of the schools would seem to be of great utility to all concerned. In this case it may be fairly said that the manifest benefits outweigh the apparent evils; while against the latter the influence of the teachers might be exercised with the necessary effect.

In England the post-offices act as savings-banks, and small sums may be remitted by postage-stamps when required.

— The original manuscript of the *Imitation of Christ*, by Thomas à Kempis, is to be seen in the royal library at Brussels. The page is quite small, only five inches by four, and the writing is excellent.

— The royal museum of Berlin has added to its large collection the colossal altar of the kings of Pergamos, which was found in fragments and has been restored with care. The contest between the gods and Titans is sculptured *in relievo* upon the sides of the altar, and its renown among the ancients as a work of art will probably be confirmed by the critical judgment of modern judges.

— Among recent discoveries in Italy may be mentioned a contract of Raphael to pay a hundred ducats to persons of whom he had bought a house in Urbino. The date, 11th October, 1507, and fact may throw some light on the history of certain of his works. C. H. G.

A PRINCIPAL TO HIS TEACHERS.

School Teachers: — I am told that in some of our schools every teacher is a subscriber for THE JOURNAL, while ours ranks among the lowest in that respect. I am almost sorry to have any comparisons made which are unfavorable to our school, and this I think is. THE JOURNAL is every way worthy of the support of our profession. It is very ably conducted, gives more for the money than any other publication I know of, is doing a great deal for all classes of teachers, has always something of interest for any live teacher, and is altogether such a paper as I do not think any teacher can afford to be without. Every teacher should if possible own her own paper, but cannot *two* combine, if any *one* feels that she can hardly afford to take it alone? I wish that it *might be read* by my teachers; and should feel that there was very little hope for any one who failed to derive benefit from a careful reading. It is a very good time to subscribe now. MISS ——, *Principal.*

HORSFORD'S ACID PHOSPHATE
FOR ABUSE OF ALCOHOL.
John P. Wheeler, M.D., of Hudson, N. Y., says: "I have given it with present decided benefit, in a case of innutrition of the brain from abuse of alcohol."

CORRESPONDENCE, NOTES, AND QUERIES.

[The Editor is not responsible for opinions in THE JOURNAL except as expressed in the editorial columns, or over his signature. He cannot promise to return rejected MSS., or correspond with the writers. Correspondents should aim at brevity; the pressure on our columns imperatively demands it.]

A PORTRAIT OF MRS. PRESIDENT HAYES.

Dear Journal:—Are there not in your large constituency scores of schools that would enjoy having a finely-engraved portrait of Mrs. Hayes in their rooms? Miss Frances E. Willard thinks there are, and wishes me to tell them how to procure it. They can do so by contributing $5.00 to the Hayes Memorial Fund, of which Miss Esther Pugh (54 Bible House, New York city) is treasurer.

As doubtless you know, the women of this Nation are testifying their appreciation of Mrs. Hayes's noble stand for temperance in the White House, by having a full-length portrait of her painted, to remain in the Executive mansion. The engravings mentioned are made from this portrait, and will be sent to any person or society contributing $5.00 to the Fund. Besides the painting, the Memorial proposes a permanent fund, whose interest shall be yearly invested in temperance literature for gratuitous distribution. MARY ALLEN WEST.

PUPILS TO THE FRONT.

It is a mistake with some who teach other people's children in school, or their own at home, to think that the teacher must know and be able to do everything that the pupil is required to learn and do. As the father, in a crowd, sets his four-year-old child upon his own head, and thus gives him a better view of the torch-light procession than he has himself, so the teacher should, with magnanimous self-forgetfulness, disclose to the pupil's view grand, beautiful, far-reaching avenues of knowledge and activity, and awaken his desire and determination to climb the enchanting steps, even to their glory-crowned summits, though the teacher himself may never hope to take more than a few feeble steps in the way.

The mother, unwilling to subject her six-year-old boy to the impure air, bad light, and other evil influences sometimes found about the rooms, grounds, and out-buildings of the school, though herself unable to add a ledger-column with accuracy and despatch, yet teaches him to count, write numbers, and add small numbers. She then tears from some old arithmetic a leaf containing easy, properly-graded examples in addition without answers, — as, for instance, pages 17 and 18 of *Fetter's Practical Arithmetic*, — and, by some reward, trifling in value, perhaps, but prized by the child, induces him to add the examples until he does it accurately and rapidly. Then she gives him the next two pages; and, only when they are fully mastered, the next, and so on, until at length (it may not be till after two or three years) the child has mastered thirty pages of examples, and is able to add the long examples on the 45th page with as much ease and accuracy as he can count ten, and would be trusted by his father to foot his ledger-pages. Under the mother's supervision, with a very little instruction on her part at the beginning, she furnishing examples for and incentives to practice, the child has learned by practice to do what she cannot possibly do, and will probably never be able to do; what few high-school graduates or teachers can do, — namely, to add columns of figures of whatever length with accuracy, rapidity, and ease.

The mother has, in this case, done the very best kind of teaching. Though she has seemed to do but little, she has induced the child to do a great deal, always in the right direction, and with such gradual progress from shorter examples to longer ones as to make assistance almost unnecessary.

In like manner may the mother or the primary teacher, in the child's early years, by giving right direction and incentive to observation and study of the elements of all sciences and the practice of all arts, lay foundations upon which the mind of the pupil, when it becomes its own master, may rear magnificent structures of truth and beauty. *Ab uno disce omnes.* Let us rejoice when our pupils soar where we walk with pain. One of the proudest evenings of my life was when I sat as a learner in metaphysics and theology at the feet of Boston's great lecturer, as he in his boyhood sat at mine as a pupil in Latin, geometry, and natural science. C. H. D.

Warsaw, N. Y., Jan., 1881.

THE SUPERINTENDENCY OF VERMONT.

[Extract from a letter from the Principal of a Vermont High School.]

"I am indignant at the change in the office of State Superintendent, — not but what Mr. Dartt is a good citizen, a good legislator, and a good teacher; but Mr. Conant is so familiar with all the features of our schools of all grades; so well acquainted with all the educators and friends of education in the State; so well informed upon every topic coming before our institutes and associations; so energetic and faithful in the discharge of the various duties attaching to the position, that I should be loth to have *any* change made. I have not learned the causes of it, and can conceive of none which can be satisfactory to the teachers of our State, or those friends of education elsewhere among whom he was coming to be well known and appreciated, thus giving to the office respect among neighboring States. X.

OUR CRITICS.

It is a noticeable fact that the great majority of our critics, especially those that are most positive and severe, know nothing practically of the art of school-keeping. Perhaps it can be accounted for on the principle that governed the man who wrote the book notices, when he declared he never wanted to read a book he was going to criticise for fear it might warp his judgment; or that influenced Mark Twain, who, when invited to give a lecture on "Life on the Mississippi," begged to be excused, as he knew all about that subject, but added that he was densely ignorant of astronomy, and if they would like a lecture on "The Starry Universe," he thought he might be able to give them something brilliant.

On the general subject of education, and the ends to be attained in our schools, of course every educated and thoughtful man is capable of forming an opinion, and his opinion is worthy of respect; but as to the details of school management and methods of instruction, an opinion, to have any value, should come from one who has studied the science of education and had practical experience. The idea of those gentlemen who have lately been airing their rhetoric in the magazines, and who have scarcely seen the inside of a school-room since their boyhood, showing Dr. Philbrick and Secretary Dickinson how to keep school is rather amusing, to say the least. With all due respect for their talents and learning, it is evident they are talking about something of which they are profoundly ignorant except in theory, and to those who probably know even the theory far better than they do, and a good deal besides. There are always circumstances, exceptions, qualifications, and limitations, to check and influence the man who is well acquainted with an art practically of which the mere theorizer is blissfully ignorant, and by which, when drawing up a plan or delivering an opinion, he is not hampered. I would give more for the opinion of John D. Philbrick on the subject of corporal punishment, or any other matter connected with school management, or the science of education, than for the crude notions of the whole mob of critics who never taught school a day in their lives, but who sit down in their studies and tell us exactly how it ought to be done; just as I would value the judgment of Ruskin in a question of art, or Huxley in a question of natural history.

It would be as good as a play to put one of these dashing, slashing reformers in charge of a school of live boys and girls for a few weeks, and witness the performance. The deacon, you know, thought it was easy enough to preach,—till he tried it. And I respectfully suggest that when these gentlemen who have kept school so successfully on paper, condescent to tell us how to do it, they be invited to take a school and illustrate.

BENJ. F. MORRISON.

THE NEW LATIN PRONUNCIATION.

May I ask, through your columns, how far it is the practice of teachers, who use the new method of Latin pronunciation, to insist upon the exact vowel-sound in every syllable, according as it is long or short. To read it accurately, it seems to me, would involve an immense amount of study on the part of both teacher and pupil, the time for which could be much more profitably spent. Is it not sufficient to allow the medium vowel-sound, or would such teaching be considered very incorrect? An answer is urgently requested. A SUBSCRIBER.

Brooklyn, Jan. 2, 1881.

A CRITIC CRITICISED.

"The year 1860 was an eventful one." "Q." says, in a late criticism, '1860' is an adjective, limiting 'year.'

Another correspondent (July 8, 1880), says, '1860' is a noun, in apposition to 'year.' Is not every appositive an adjective? "Q." does not correct, he mars.

"Q." gives a corrected expansion of "John Jones, 139 Market street," thus: "John Jones, at the 139 house on Market street." "Q." does not live in a city, or he would know that the numbers do not indicate how many houses are on a street. His expansion thus comes to naught; for it is no expansion, but another thought, which is not true. The parsing in JOURNAL of July 8 was correct.

"Q." says: "He died March 29, 1880," should be expanded in order to correct parsing, into "He died (on the) 29th (day of) March, in the 1880th year." His expansion here fails to make nonsense, as it did above, but deliver us from such expansion! After all his expansions, he does not essentially differ, when he parses correctly, from the parsing in JOURNAL of July 8. If "Q." will take the trouble to parse his whole expansion, he will see that the July 8th correspondent parsed the words with a full consciousness of their exact force, and that no expansion that does not change the thought can by any possibility change the parsing. To parse we must answer correctly this question: *What influence does this word, phrase, or sentence, have here, and what does it exert that influence upon?* If one has the discrimination to answer this question correctly, and is familiar with the language necessary to express himself, he can parse correctly, and there is to him no unparsable English. This stilted grammar is disgusting, but a grammar which inquires into and arrives at the true force of language is a valuable handmaiden to the highest culture. I of course do not speak of grammar in that narrow sense so elegantly set forth in *Whitney's Essentials*, but of that compound of logic, rhetoric, and accidence which, when properly handled, gives, perhaps, the best culture to many schools.

***

MATHEMATICAL CONUNDRUMS.

1. To what sort of numbers are pupils of *thievish propensities* naturally inclined, and why?

2. Ought refined and well-bred pupils to be obliged to learn "*vulgar fractions*"?

3. How much time should students in military schools devote to "*Ration*-al Quantities"? X.

QUERIES AND ANSWERS.

No. 115 (JOURNAL, Dec. 2) is answered by Ralph Hunt, A M., White Cloud, Kan., and by J. N. Darling, Goddard Seminary, Barre, Vt. Both find $x=3$ and $y=2$. The latter states that his solution is founded on a rule for the solution of higher equations as found in *Olney's Univ. Algebra.*

No. 122. Can you inform me as to the number of States, or prominent cities of the United States, that have abolished corporal punishment in the schools? A SUBSCRIBER.

Ans. — We cannot, but will publish the information if furnished us by school-officers and teachers in the large towns and cities of the country.

No. 118. A correspondent calls attention to Hickok's *Science of Mind*, also Hickok's *Moral Science*, as books which Mr. Hughes, and students like him, will study with great profit.

LITERARY ECLIPSES.

[This department of THE JOURNAL is under the charge of W. H. EASTMAN, *Auburn, Me.*, to whom all communications relating thereto should be addressed. Solutions to the following, also good original puzzles for publication, are solicited. *Answers in two weeks.*]

ENIGMA: 21 LETTERS.

My 1, 4, 2, 8, is to move swiftly.
My 3, 12, 13, 18, 10, is a panegyric on the dead.
My 9, 3, 12, 5, is indicative of seizure.
My 21, 6, 14, 10, is a marriage-portion, formerly so called.
My 7, 19, 2, 20, is a thin plate of metal.
My 6, 11, 3, 20, 16, 14, is an animal.
My 15, 10, 17, 14, is to lift.
My whole is the historic meeting-place of two monarchs.

C. R. C.

SCATTERED QUOTATION.

(One word of the quotation may be found in each of the following selections:)

"Thy fate is the common fate of all,
Into each life some rain will fall;
Some days will be dark and dreary."—*Longfellow.*

"Men may live fools, but fools they cannot die."—*Young.*

"Think not ambition wise because 'tis brave."—*Davenant.*

"A thousand hearts beat happily; and when
Music arose with its voluptuous swell,
Soft eyes looked love to eyes which spake again,
And all went merry as a marriage-bell."—*Byron.*

"Men the most infamous are fond of fame;
And those who fear not guilt, yet start at shame."—*Churchill.*

"He raised a mortal to the skies,
She drew an angel down."—*Dryden.*

"But passed is all his fame; the very spot
Where many a time he triumphed is forgot."—*Goldsmith.*

"They found themselves lone exiles
In a land beyond the sea."—*Anon.*

EDITH ESTES.

ANSWERS TO PUZZLES OF DEC. 30.

ENIGME.—And the new sun rose, bringing the new year.

ENIGMA FRANCAISE.—The answer is perhaps best given by a translation:

If I were what I *follow*,
I should not be what I *am*;
Because what I *follow*
Is not what I *am*.

NOTE.—The first "suis" is from "suivre," the second from "être."

— *Enigma* of Dec. 16 answered by F. W. Freyman, Wapakaneta, O.

— THE JOURNAL *should be preserved, for reference, by every teacher. We furnish binders for that very purpose, and send them by mail postpaid for the low price of* $1.00. *Send in your orders at once. The Index for the last volume* (1880) *is furnished with this number.*

— *The Magazine of American History* for November contains an interesting article on "The Pawnee Indians, their Customs and Habits," by J. B. Dunbar. The reprint of Mr. J. Shelby's tract describing the "Battle of King's Mountain" will also be found of great value to the student of history. New York: A. S. Barnes & Co.

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PARIS
EXPOSITION,
1878.

"Take care that no fundamental attack be made upon our common-school system, under cover of a criticism of its cost."
—GOV. LONG, in Inaugural to Mass. Legislature, Jan. 4, 1881.

THE Rhode Island Institute of Instruction holds its annual meeting this week, as will be seen by the program in another column.

WE wish to remind our friends who are in arrears for our publications, that the prompt payment of many small bills helps us to meet the large cost we are at in publishing our various papers. Small favors receive our thanks, and larger ones call for our larger thanksgiving. Make speedy trial of the warmth of our gratitude for early renewals and ready payments.

COLONEL PARKER, of Boston, has just returned from a lecturing tour in the West, and reports great enthusiasm in educational circles. He speaks in the most complimentary terms of the warm reception everywhere given him, and interprets it as an indication of a great forward movement in educational affairs. The *Educational Weekly*, speaking of Colonel Parker's address at Springfield, Ill., defines the so-called "wonderful Quincy system to be simply a man, and a man in no way remarkable in appearance or manner; to wit, Colonel Parker himself." *The Weekly* should not lose sight of the other human factor of the Quincy system, to wit, Charles Francis Adams, Jr., the great inventor and publisher of the real Quincy system to the world. Mr. Adams may be its form, but Colonel Parker is its spirit.

THE city of Brooklyn, through its school board, has done an act of simple justice in restoring the salaries of teachers to the standard prior to the reduction of 1879. A wealthy corporation shows its appreciation of its faithful workers by holding their salaries at a point above a mere livelihood and the necessities of a pinching economy, and when properly rewarded, their labor becomes more hearty and cheerful. Complaint is made in Brooklyn that the primary schools are crowded, and that thousands of children are unaccommodated. Perhaps if the politicians of our great cities saw that the ballots of future elections were in the hands of the little fellows out of school, they would be more attentive to their intellectual wants. But the vast majority of politicians are blind to the coming voter, and hence proceed to keep him in blindness also. We wonder if one Richard Grant White is on the Brooklyn School Board.

THE *Educational Weekly*, of Chicago, comes to us in a new dress, and under a new management. Mr. Wagoner, who succeeds Mr. Winchell, is an enterprising business man, and assumes the editorial and publishing work with an experience of its trials and its rewards. We trust he will enjoy his full share of the latter, with as few of the trials as possible for an educational publisher. Mr. Winchell has fought a good fight, and has shown energy, perseverance, and indomitable courage, worthy of a larger success financially and otherwise. He certainly has the confidence of a great body of teachers in the Northwest, who will wish for him, and we trust help him, to secure the large blessings which he deserves, and which he labored so earnestly for in the publication of *The Weekly*. We wish a prosperous year to our friends, the publisher and the ex-publisher of *The Weekly*.

A SOCIAL banquet was given at Toledo, last week, to Gen. John Eaton, United States Commissioner of Education, it being the twenty-fifth anniversary of his assumption of the superintendency of the public schools of that city. The guests consisted chiefly of the older citizens, who have been leaders in promoting the city's growth in education as well as in commerce and manufacture for the past twenty-five years and longer. Since that date the then-Superintendent Eaton has served in the army, under General Grant, helped to organize and conduct the Freedmen's Bureau, aided in organizing a State system of public instruction in Tennessee under the new constitution, and was its first State superintendent of schools, and has held the commissionership of the National Bureau for more than ten years, wherein he has gained for himself not only a national, but a world-wide reputation, as a singularly wise, prudent, and successful administrator of public affairs. In this connection it may be proper to add that General Eaton's name has been often mentioned with reference to the Agency for the Peabody Fund, for which he has abundant qualifications.

THE Boston School Board has voted not to abolish corporal punishment in the public schools, but have limited its application by the principals of the schools, and such persons as they may authorize to inflict it at a session of the school subsequent to that in which the offence was committed. The teacher inflicting the punishment must distinctly state to the child the reason therefor, and must enter in a book, a full history of the offence, and the effect of the rod on the conduct and character of the child. This is the most refined legislation on school discipline that we have yet seen, and fully illustrates the confidence which the School Board has in its teachers. We wonder why the School Board did not vote to put the government of the schools into the hands of the school roughs of South Cove and North End, and remand the teachers to the pure and simple work of school instruction. Why do we need masters or mistresses for school discipline when the matter is, practically, in the hands of the big boys to dictate terms to their teachers? We shall note with interest the practical working of this new Boston notion.

IT is an unusual thing to find women accorded greater advantages in education than men. Yet for six or seven years the "Society to Encourage Studies at Home" has been doing a work of great value among ladies throughout the country who have been shut off from many of the regular means of education. The advantages of such a society have now been extended to men by the formation of a "Young Men's Society for Home Study," whose first term began on Jan. 1. It is designed for all classes and all ages, in every State in the Union; and hopes, by placing each of its members in charge of a competent correspondent, to lead them to a systematic and thorough study at home, and to give a guidance and incentive, through this outside influence, which all who have attempted studying at home will feel the great advantage of. The Society is designed especially to help teachers in this way. They can take up some study which they are now teaching, or some subject outside of their curriculum, and thus widen their knowledge and become the better teachers in consequence. Teachers cannot leave their schools very often to study at any of our regular colleges, and yet to few is further knowledge more immediately valuable in a pecuniary way. The value of the guidance of one who has already mastered a subject, and of the outside incentive of reporting once a month on their work, will be appreciated by all who have tried studying alone. The methods of the Society are based on those of the Ladies' Society; but as all the readers of THE JOURNAL may not be familiar with them, a slight description here will not be amiss. The head of department assigns to each student-member a competent correspondent, who lays out a course of study for him in the subject chosen. Once a month the student reports his progress and submits his difficulties to the correspondent for solution, and with an abstract of the work done, which will be corrected and returned. In this way it is hoped the Society will meet the wants of many teachers who do not wish to stand still content with their teaching, while the world about them is advancing so fast.

THE Massachusetts Legislature convened last week, and among the many practical and statesmanlike utterances of our honored executive, Gov. Long, none have a broader significance than the following, which should have a wide reading. The sentiment, "TAKE CARE THAT NO FUNDAMENTAL ATTACK BE MADE UPON OUR COMMON-SCHOOL SYSTEM UNDER COVER OF A CRITICISM OF ITS COST," should be written "large" on the minds of our legislators universal.

"The Secretary of the Board reports 5,570 public schools in the State, with 306,770 pupils, taught by 8,595 teachers, and costing $5,519,413.05. They were kept an average of 8 4 5 months; the average attendance was eighty-nine per cent., and the average cost for each pupil was $14.54. These returns show the great interest of the people, and it is an increasing interest in their schools. I am sure they may be trusted to maintain them without the necessity elsewhere of exceeding their appropriations. The impulsive outcry just now wrung out by annual municipal statements of the great cost of our common schools will only do their cause good if met with discrimination. While it is time to recognize that there is no spare money to be wasted in extravagant architecture and external appointments, on the other hand, when it comes to essentials, the last dollar to be economized in Massachusetts is that which gives the poorest public scholar free access to the best public education. You will not begrudge it when you see it shining back in his brightened face, or even in the speaking eye of a deaf-mute, to whom it has unlocked a new avenue of human intelligence and the very sympathies of the human voice. Take care that no fundamental attack be made upon our common-school system under cover of a criticism of its cost.

"The relation that intelligence holds to public virtue and thrift is afresh attracting the most thoughtful attention. The statistics show that wherever education is most diffused, crime and pauperism most diminish, and are mainly supplied from the ranks of illiteracy. Massachusetts is no exception to this rule; and the blundering ignorance of some recent publications to the contrary is only a re-statement of what was asserted a few years ago in much the same phrase and illustration, and the fallacy of which was then thoroughly exposed in the appendix to the forty-second annual report of our own Board of Education. We may well be proud that our Commonwealth carries instruction to all classes, and that the State poor, the deaf and dumb, the blind, and even the feeble-minded, are carefully taught, to an extent hardly credible except upon observation.

"For the preparation of trained teachers there are six State normal schools, and the State teachers' institutes. More than one-fifth of our public-school teachers are graduates of these normal schools, and nearly twelve hundred more have received limited instruction during the year at the institutes.

"Many of the larger towns have already provided their schools with special superintendence, and the smaller towns are beginning to form themselves into convenient districts for the same purpose. It is very desirable that this work should go on till all the the public schools of the State are under intelligent and advanced supervision."

IF the character and utterances of a State Teachers' Association are to be taken as tests, Iowa certainly has a claim to be called the "Massachusetts of the West," for no stronger, truer, manlier words have been spoken this winter than by Iowa educators at Des Moines, last week. The opening address of Mr. Dudley was a most direct and energetic appeal to teachers to meet the issues of the hour intelligently and courageously. A

single sentence will show the spirit of this stalwart speech:

"I feel at liberty to suggest that you will fall short of public reputation if you fail to consider and act on those subjects which will eradicate, as far as practicable, the defects of our public-school system, restrain it from becoming a failure, and establish it as a means of individual benefit and social and political security. The State has an interest in the morals and mind of its citizens. Experience shows, and history confirms, the wisdom of that policy of State legislation which secures, at the least possible expense, the best mental and moral training for its youth. Nothing has yet rivaled the common schools for the accomplishment of that end."

Then followed Rev. Mr. Frisbie's paper, on the teacher as an ally of good grammar, in which he urges that the teacher must reply to Richard Grant White by bearing their part in meeting this accusation and driving it, shame faced, to the pit where it belongs. Even though the charge be not true, its refutation must be ample; the witness that it is false must be in the schools themselves, or presently the people (who are the State) will say, "The public-school system has been weighed in the balance of protracted use and found wanting." It must appear, it must be one of the teacher's aims to make it appear, that the training which helps to make boys and girls honest, virtuous, intelligent men and women is primary and indispensable. What an able educator once said must become a part of the teacher's creed: "Character outweighs intellect; high percentages in examinations are but as the dust of the balance compared with the moral qualities that constitute manhood and womanhood."

The addresses of Mr. Sabin, of Clinton, and of Supt. Farnham, of Council Bluffs, brought to the front the salient and valuable points in Colonel Parker's work at Quincy; while President Sanderson's address discussed, in a forcible way, the needs of the State educationally and the duties of the Association thereto.

President Parker, Professor Seerly, and General Eaton gave strong papers, all bearing on the relations of the present to the future of education in the State and country. A wide circulation of the papers and discussions of this meeting would be an unanswerable refutation of the oft-repeated charges concerning the apathy and weakness of educational men. Iowa will be heard from, if the spirit of all her teachers found expression at Des Moines.

THE FOE ON THE BORDER.

The New West Education Commission, for the establishment of Christian schools in the United States territories of the Southwest, was incorporated, Nov. 3, 1879,—not a day too soon. It is very easy, in the luxurious leisure of a cultivated eastern community, to discuss educational topics on abstract principles; especially to exalt the rights of "conscience in the parent" till it sometimes appears as if the sole business of the schoolmaster was an attempt to keep off the sensitive ecclesiastical corns of his patrons, and insinuate into the youthful mind the few items of knowledge which were never disputed by anybody. If such a body of educational *doctrinaires* could hold its next annual convention at Salt Lake City, it might be astonished to find itself in a place where the "parents" are virtually the slaves of a bigoted and beastly Mormon priesthood, that has defied modern civilization and the Government of the United States for twenty-five years, and now proposes nothing less than the control of two great prospective States. This contemptible aristocracy is, of course, the deadly enemy of the common school; and, to the best of its ability, will train up a new generation to hate, and possibly to fight the Republic. Adjourning to Santa Fé, our friends would find themselves face to face with another priesthood, equally hostile to the education of the people.

After a bitter war of half a century with the new life of Mexico, this combination of ecclesiastics finds itself at home in the vast territories of New Mexico and Arizona, and is now fighting desperately to trample out the beginnings of the public school and capture the territorial government. The "parents" in this case are largely composed of Mexicans and Indians, more than half of whom, in 1848, were peons (slaves); and all of whom are as far removed from the ideal "parent" of Dr. Spear, Bishop McQuade, and Robert Ingersoll as could well be imagined. Amid surroundings like this, every sensible American citizen understands that what we call American society is the result of two hundred and fifty years of thinking, praying, working, voting, and fighting by a few thousand obstinate christian people, determined to establish one nation in which man should be emancipated from the rule of all aristocracies, and every child should have a fair chance in the race of life. This new "commission" proposes to do the same thing for Utah, New Mexico, and Arizona that has been done by the same kind of people in every American State. As the best engine for this work, it labors to establish schools of the true American type, hoping, in time, to lay the foundation of that system of education which is now the soul of every Commonwealth in the Union. This Association was started in the West, and three-fifths the revenue of its opening year has been given by Western men. Schools are already established in five localities in Utah,—at Santa Fé, Albuquerque, Las Vegas, Trinidad, and Leadville. Economy prevails; $700 in each of these towns has established three academies, with seven teachers and one hundred and fifty pupils. The general secretary is Rev. Charles B. Bliss, room 6 Congregational House, Boston Mass; and money may be sent to Col. C. G. Hammond, 387 North LaSalle street, Chicago.

THE BURNSIDE EDUCATIONAL BILL.

The Education Bill in Congress which passed the U. S. Senate just before the recess for the holidays, to which we referred last week, making an appropriation of public lands for educational purposes, should receive the early attention of the House. The bill includes two things, which have only a nominal connection with each other. One of these, and the chief one, is the appropriation of the lands for *elementary education*, giving especial prominence to the condition of the several States with regard to illiteracy. The other is the application of one-third of the income described in the bill to the farther endowment of the *agricultural and mechanical colleges*, established by the States and Territories on the agricultural grant by Congress in 1862. These two measures, though both coming under the general head, educational, are not at all germane to each other. They are very different things, and should not be included in the same bill. The Military Academy at West Point is an educational institution, and so is the Naval Academy at Annapolis; and Congress might just as well appropriate funds to either or both of them in this bill for elementary education, as to appropriate for the agricultural and mechanical colleges. The form of this bill suggests strongly a fear on the part of some of its friends that one of these measures could not be carried by itself, and so was made a kind of rider to another and very different measure. For this reason the bill is objectionable as it now stands. The two things should stand upon their respective merits. Many people might favor one, who would oppose the other. The tendency in modern legislation is to keep measures distinct. Most of the State constitutions formed recently, provided carefully against turning into the same enactment, matters not closely connected. There is great wisdom in this; and now that Congress is inaugurating measures which imply a relation to educational interests more intimate than heretofore on the part of the General Government, it seems to be the part of prudence to advance cautiously, and consider by itself each new measure that may be proposed for adoption.

By striking out that part of the bill which relates to agricultural and mechanical colleges, the annual sum to be applied to elementary education would be increased fifty per cent. The bill in its present form has met with opposition because of the smallness of the sum to be annually distributed among the States for common schools, and amendments were offered in the Senate to secure larger present assistance. By striking out the second part of the bill, the object of those amendments would be partially secured. It is claimed, and with good reason, that in some parts of the country the need of better facilities for the education of the children is most urgent, and that if the General Government does anything in this direction it should do more than this bill in its present form contemplates The need of these colleges is not so pressing. Even if it should be thought that aid should be extended to them, they can wait a little. But illiteracy is an evil of great magnitude. If it is proper for the General Government to appropriate funds for diminishing it, and so far giving the country intelligent voters, the sooner it is done the better. Let the steps be taken at once, and let not the revenues applicable to this end be divided, and a part used for another and a widely different purpose.

The debate in the Senate was principally upon the main feature of the bill, very little having been said on the question of giving further aid to the agricultural and mechanical colleges. This latter measure should not be passed without careful and full consideration. There are many who have not been convinced of the wisdom of the law of 1862, providing for the establishment of these colleges. It is certain that State legislatures have been sorely puzzled to know how to manage them, and there has been great diversity in the plans adopted. There is no little complaint that the young men receiving their education in them go into the professions very much as the graduates of other colleges do, and thus the benefit to agriculture and the mechanic arts for which they were established is not so palpable. It is worthy of notice that one of these institutions which was established, and continued for some years, under the name of Agricultural and Mechanical Colleges, has recently had its name changed to State University. The act of Congress of July 2, 1862, was entitled "An Act donating Public Lands to the several States and Territories which may provide Colleges for the benefit of Agriculture and the Mechanic Arts." For an institution established under this act, and supported by funds granted them for a definite purpose, to have expunged from its name all traces of agriculture and the mechanic arts, as though its officers were ashamed of the only designation which indicated the object for which it was founded, is somewhat significant. It is to be hoped that the House of Representatives will not pass the bill in the form in which it came from the Senate.

DRIFT.

— Secretary-of-the-Interior Schurz touches the center of the educational question concerning the Indians, when he says: "*It is just as necessary to teach Indian children how to live as how to read and write.*" The same doctrine is good gospel for the children of the freedmen, of the inhabitants of the Southwestern territories, and of large bodies of children in the great cities of our largest States. The fundamental mistake of a good many of our writers on the public school is that, its object is only to impart useful knowledge and do a little training of the mental powers. The object of the common school is to make good citizens; and the teacher is a failure who cannot instruct the children in the fundamental art of right living as the only real basis of good learning.

— In one of the best of Harper's "Half-hour Series," Mr. Mayo W. Hazeltine crowds a good deal of valuable information concerning the universities of Great Britain, with a running comparison with Harvard College. The result is not so unfavorable to the higher education of America as might be feared. Indeed, with the many interesting experiments now being tried in our country in the superior education of men and women, there is reason to anticipate most gratifying results in the near future. Indeed, just now there are no schools in Christendom which grow a more vigorous manhood and womanhood in their pupils than the better class of State universities, the peculiar product of our institutions. To graduate an expert in Christian manhood and womanhood is the noblest aim of the higher education.

NEW PUBLICATIONS.

A Library of Religious Poetry. A collection of the best Poems of all Ages and Tongues. With Biographical and Literary Notes. Edited by Philip Schaff, D.D., LL.D., and Arthur Gilman, M.A. With illustrations. Sold only by subscription. New York: Dodd, Mead & Co. Price, $5.00.

This great work will be welcomed by all who enjoy the choicest writings of the world. The poets represented in this comprehensive volume have been the interpreters of the finer feelings of humanity, and have treated the loftiest themes that can be presented to the human mind and heart, — the relation of man to his Maker, and the duties and privileges which arise from it. The poems selected are representative of all ages, denominations, and countries. The entire range of literature has been examined by the able editors, and the gems selected with rare good judgment. The arrangement is excellent. The authors are placed alphabetically, and their personality has been kept prominent by giving the portrait of many of them, which is followed by poems of their production. In this superb volume of over one thousand octavo pages will be found poems suited to all conditions of mind of the reader, inspiring noble thoughts and stimulating to heroic deeds, furnishing comfort and consolation for the sorrowing, encouragement and cheer to the weary, and lifting all minds into the realms of thoughtful and serious contemplation. The best things of this world are made glorious, and the joys and blessedness of the world to come are pictured in the most beautiful and winsome attractiveness. Our readers will comprehend something of the completeness of this library of religious poetry when we state that about six hundred authors are quoted. The volume is profusely illustrated by excellent steel engravings of many of the poets. A convenient index of first lines is appended. The poems are beautifully printed, in two columns on a page, surrounded by a marginal line, and the general make-up and binding are in the highest style of book making. If every home in America had this volume in the library, it would be rich in the best thoughts and sentiments that have ever blessed the world. We hope it will be secured by all. It will bless all who obtain it. D. L. Guernsey, General Agent for New England, 61 Cornhill, Boston.

A Graduating System for Country Schools. By A. L. Wade, for twenty years a teacher and superintendent of schools. With an introduction by Rev. J. R. Thompson, A.M., president W. Virginia University. 16 Hawley street, Boston: New-England Publishing Co.; 1881. Price, $1.50.

Professor Wade is well known to teachers as the ardent and successful advocate of a practical, graduated, and graduating system of instruction for public schools, and, while superintendent of Monongalia County, W. Virginia, he put into general and popular practice a system of graded work which proved "a new departure" for the schools of that section, and awakened a general interest in the subject in all parts of the country. Superintendent Wade presented his plan of work in an able and very satisfactory paper before the National Teachers' Association at Philadelphia in 1879, and as a result, a resolution was unanimously adopted, approving the methods proposed, and recommending general attention to the matter. Since that date, State and county teachers' associations have considered the matter favorably, and in West Virginia Prof. Wade's system has been recommended for adoption throughout the State. In answer to many demands, Mr. Wade has published a work which discusses the subject in somewhat of an exhaustive style, and treats *in extenso* topics which relate more especially to the government and instruction of country schools. The author has wisely considered that the great majority of the children of our country are taught in what may be properly styled ungraded schools, and that the great majority of our teachers are working without the formal helps and guidance of graded methods; that our country schools need a peculiar treatment, both as to the matter and manner of their instruction; and that helps over hard and difficult passages are specially needed in the experience of country teachers. The work before us meets a felt want, and by reference to another column the wide scope of its discussions will be seen. Mr. Wade has called to his aid, in opinions and arguments, the best authorities of the country, and for this large collection of valuable opinion the book is worth the price named, to say nothing of the clear, strong, and convincing arguments of the author. The common branches are taken as a course of study, and all the plans and appliances of higher schools are applied to country schools. Teachers are taught and encouraged in the common-school studies, the best methods are presented for their adoption, and aids to their work are freely referred to. Such a book will have a wide circulation, and in the midst of other valuable agencies will do a vast amount of good, inspired as it has been with the liveliest devotion to the good of the children of the country.

Annotated English Classics: *Shakespeare's King Richard the Third*, and *A Winter's Tale*. By Prof. Henry N. Hudson, professor of Shakespeare in Boston University. Boston: Ginn & Heath. Price, 65 cents each.

These admirable hand-books for use in schools and families have instructive and valuable introductions, and copious notes, explanatory and critical. In size and arrangement these books are unequaled for the use of students and readers. The broad and critical scholarship of Mr. Hudson is abundantly shown in these manuals. The publishers are entitled to great credit and a generous patronage for the admirable style in which they are issuing their remarkable list of standard text-books. They superintend the manufacture of all their books; in fact they have their own printing-office, and do work of the highest order of excellence. We heartily commend the "Annotated English Classics" to all teachers and students of literature.

On the Threshold By Theodore T. Munger. Boston: Houghton, Mifflin & Co. Price, $1.00.

This is a book of special value to young men, and puts into clear form, some of the principles that enter into a useful life. The topics considered are "Purpose," "Friends and Companions," "Manners," "Thrift," "Self-reliance and Courage," "Health," "Reading," "Amusements," and "Faith." All of these practical themes are treated with rare good judgment, and the common-sense of every sensible young man will assent to the excellence of the advice and the wisdom of following out its suggestions. The inspiring influences that stimulate to noble action were never greater in our country than today. Such advice as these chapters contain will aid in guiding the young to reap a harvest of prosperity of which a noble manhood is the parent. We wish every young man in America would read the wise things this volume contains. It would tend to make a "better land" of this country.

The Lord's Prayer. Seven Homilies. By Washington Gladden. Boston: Houghton, Mifflin & Co. Price, $1 00.

This volume contains seven chapters on the following topics from the Lord's Prayer: 1, The Eternal Father; 2, The Sacred Name; 3, The Eternal Kingdom; 4, The Blessed Will. 5. The Covenant Food; 6, The Forgiving Grace; and 7, The Great Salvation. No one can read these instructive essays without gaining a new sense of the comprehensiveness and fullness of this model prayer of the Master. It contains, in a condensed form, the essence of Gospel teaching. Mr. Gladden has evidently studied the entire range of its meaning, and made a volume which will be cherished by all who love Him who brought the glad tidings of peace on earth and good will to men. The book is bound and printed in good style. Every household should have a copy.

Studies in Song. By Algernon Charles Swinburne. New York: R. Worthington. Price, $1.50.

This volume opens with a long song for the centenary of Walter Savage Landor (whom he praises), followed by poems addressed to the sea, and some exquisite verses of an exceptional character, which include poems to a child, to the French Deputies declining amnesty to the Communists, to a friend at parting, and to the Czar's new ship "Lindia." There is not a coarse or repelling line in the whole collection; it offers new work only, the rhymes are perfect, the language is highly polished. Mr. Swinburne appeals to that particular class of readers which admires polish, and vague, subtile aspiration, but has broken with tradition and conventionality. His religion is a sort of pantheism, the sun being the particular god. In human things, he seems to lean toward absolute democracy; democracy standing not for government by the people, but for the full and equal freedom of the individual. In matters of art, Mr. Swinburne prefers polish and far-reaching emotions to sweet measures, definite imitation, and the temperance of calm reason. In an important sense Mr. S. writes versified prose, and not always well-ordered prose at that. He has the form of poetry, but his thoughts are those of the lyrical essay. The volume shows gifted powers and a richly cultivated mind, but the aim and purpose is not so noble or clear as we could desire from a poet of his ability.

The Personal Life of David Livingstone, LL.D, D.C.L, chiefly from his unpublished Journals and Correspondence in the possession of his Family. By William Garden Blaikie, D.D., LL.D., New College, Edinburgh. With portrait and map. New York: Harper & Brothers.

The aim of this work is to furnish the world with information of the man who stands as one of the real heroes of his day. His travels, discoveries, and researches are well known to the public, but his modesty led him to keep himself out of sight in the narratives he prepared of his great exploits. Professor Blaikie has opened to the world a view of the devotion and intensity of his personal character and aspirations as a Christian missionary. Beginning with Livingstone's Scottish Highland ancestry, Professor Blaikie tells how he was sent out to work in a factory at the age of ten; how he bought *Ruddiman's Rudiments of Latin* out of his first week's wages; how he studied that language late into the night, until his mother came and snatched the book out of his hand; how he rigged up a rack beside his spinning-jenny, put his book thereon, and read as he had time to pause in his attention to the machine; how he searched the country, in company with his brothers, for botanical, geological, and zoölogical specimens.

His going to Africa was purely adventitious, his eyes being first directed toward China, where he would have gone, and doubtless spent his life there, had the opium war not raged at the time. The reading of Mr. Gutzlaff's appeal for missionaries to labor in the Flowery Kingdom first put it into his head to leave his own country. This was when he was about twenty-one years of age. He set to work to qualify himself for what he had determined should be the vocation of his life. He communicated his intentions to his parents and to his minister, who greatly encouraged him, and he went to Glasgow to study both theology and medicine. He made application to the London Board of Foreign Missions, and he was provisionally accepted. In November, 1840, he was ordained, and less than three weeks after he sailed for the Cape. Of his experiences in South Africa he has given an account in his *Missionary Travels*. His marriage to Mary Moffat occurred in 1844.

When Livingstone returned to England in 1856, the lionizing that was his lot failed to spoil his simple manners and thoughts. The Geographical Society took him up, and got the Government to fit out an expedition for him, and appoint him a consul. The work of this expedition is told in his book *The Zambesi and its Tributaries*, which was his official report to the nation.

The plan and purpose of his third and last expedition, was to discover the "watershed of Africa." His departure from Zanzibar for the interior in March, 1866, the loss of his medicine-chest, the greatest misfortune that ever befell him in his travels, and the subsequent miseries which he endured in consequence, are all told briefly but graphically, and the heroic work of Henry M. Stanley in succoring him when he was sorely in need is given its due praise. Livingstone's influence over the natives of Africa was due entirely to his rigid honesty and kindness. That it was not due to fear is shown by the noble loyalty showed by his followers in conveying his body from Ilala to the seacoast through almost insurmountable difficulties.

Professor Blaikie's work deserves to be accepted as a valuable addition to what we know of Livingstone, as well as a deserved tribute to one of the most admirable characters this century has to show.

Books and Reading for the Young. A Reprint from a State Report. By James H. Smart, Supt. Public Instruction, State of Indiana. Indianapolis: Carlow & Hollenbeck.

This is a timely contribution to the agitation of a question of the highest importance to the youth of our country. The mental food prepared for the young should be wholesome and healthful, and Mr. Smart has, with his usual tact, presented the subject from standpoints well adapted to guide educators in their duty in regard to the reading they select for children. He calls attention to the alarming extent to which vicious literature is being read, with quotations from the writings of Noah Porter and others on the dangers of bad literature. The influence of the public libraries, with quotations from the opinions of Robert C. Metcalf and Prof. Wm. G. Atkinson, is fairly presented. What can be done by the teacher, and his duty in the matter, in connection with the reading, history, and composition lessons are shown very clearly. The responsibility of parents, with list of books prepared by Mrs. Lucius B. Swift, Rev. O. C. McCulloch, John S. Irwin, and A. W. Tyler, suitable for reading by the young, is fully shown. The value of reference-books is discussed by Miss Mary W. Hinman; the mission of history clubs and reading-circles is furnished by Mrs. Mary Wright Sewall; "How to Read and What to Read," by Mrs. Lucius B. Swift; "Books and Reading," by Rev. O. C. McCulloch, and "Oral Lessons in History," by Wm. T. Harris. The entire subject is admirably considered, and the authorities quoted are of the highest character. This work should be in the hands of all friends of a pure literature.

The Tempter Behind. By the author of *Israel Mort, Overman*. Boston: D. Lothrop & Co. Price, $1.25.

This book is not merely an intensely interesting story; something more earnest than the mere excitement of incident underlies the book. It is the record of the struggles of a young and ambitious student against the demon of drink. He is an orphan, — the ward of a rich uncle, who proposes to settle his entire property upon him in case he conforms to his wishes. It is the desire of the uncle that he shall become a clergyman, a profession for which the young man has a strong and natural preference. Unknown to his uncle, he has formed the habit of social drinking at college, from which he cannot extricate himself. The terrible thirst for intoxicants paralyzes his will, and renders him a slave to the cup. Every effort he makes is unsuccessful. He loses rank at college, and is afterward dismissed from his post as private secretary to an official of the government, on account of the neglect of his studies and duties, but without exposure. His uncle knows his failures, but not their cause, and demands that he either enter the ministerial profession for which he has prepared himself, or leave the shelter of his roof. The young man, who has too much principle to assume a position which he fears he may disgrace, does not confide in his uncle, and secretly departs from the house, leaving behind him a letter of farewell, determined to make one trial by himself, and among strangers, to break the chains which bind him so closely. The story of his experiences, trials, and temptations are vividly and almost painfully told, with their results. The book needs no commendation. Through the enterprise of the publishers, it makes its first appearance in America, and will be brought out soon in London.

NEW-ENGLAND DEPARTMENT.

MAINE.

State Editor, W O. FLETCHER, *Biddeford, Me.*

THE STATE EDUCATIONAL ASSOCIATIONS.

The annual meeting of the Maine State Educational Association, and the special meeting of the Pedagogical Society, was held in Pittsfield Dec. 29, 30, and 31.

The meeting was called to order on the evening of the 29th by Hon. W. J. Corthell, pres. of the Assoc., who invited the Rev. Dr. Sheldon to open the session with prayer, after which a cordial welcome was tendered to the friends of education in attendance by Prof. Jordan, of the Maine Central Institute.

Prof. Corthell, in behalf of the Assoc., responded with appropriate words.

Mrs. M. M. Hunt, of Hyde Park, Mass., delivered an earnest address on "Scientific Temperance Education," which was well received by the Assoc., and called forth an interesting discussion upon the subject.

SECOND DAY.—THURSDAY MORNING, DEC. 30.

Thursday morning the session was opened by Rev. Dr. Sheldon, after which F. O. Stanley, of Farmington, read a practical paper on "The Practical Element in Teaching." Mr. S. urged the necessity of practical teaching in all studies, and illustrated, by ingenious models of his own construction, a practical method of teaching the principles of geometry.

D. L. Smith, of Topsham, discussed the paper, agreeing with the views of the essayist.

G. B. Files, of Augusta, offered an interesting paper on "Defective Education." The presentation of the paper called forth a lively discussion, which was joined in by G. T. Fletcher, Wm. Harper, C. C. Rounds, and Dr. Sheldon. Among other points made by the essayist, were the need of moral instruction, and the importance of stronger efforts to overcome the influence of low and immoral literature among the young.

"The Sphere of Secondary Schools" was presented by E. H. Cook, of Vassalboro, after which the topics presented by the speakers were thrown open for discussion. This was joined in by Messrs. H. Hume, D. L. Smith, L. G. Jordan, Wm. Harper, C. C. Rounds, Dr. Sheldon, and Geo. B. Files.

Afternoon Session.

The afternoon session was opened by the reading of a thoroughly interesting and practical paper by Miss S. C. Starrett, of Belfast, on "Objective Teaching," which was ably discussed by Messrs. Rounds, Tash, and Fletcher.

S. Libbey, of Orono, gave a valuable history of the operation of "Free Text-books" in that town. Thirty years ago the town abolished the district system. Seven years ago, not satisfied with the old way of supplying books, the town voted to purchase and own the text-books. Since its adoption the plan has been in successful operation. The cost to the town in 1879 was less than $150, and the cost per pupil less than thirty cents each. Discussion was opened by G. A Robertson, and followed by Messrs. Tash, L. G. Jordan, Woodbury, and Fletcher.

The following officers were chosen for the ensuing year: M. C. Fernald, Orono, Pres.; L. G. Jordan, Lewiston, Treas.; W. O. Fletcher, Biddeford, Sec.; and N. A. Luce, B. H. Kelley, W. H. Harper, Ex. Com.

Evening Session.

The evening session was a joint meeting of the two societies. Hon. Nelson Dingley, Jr., of Lewiston, delivered an important lecture on the "Free High Schools." An interesting discussion followed, joined in by Supts. Luce, Fletcher, and Corthell.

THIRD DAY.—FRIDAY MORNING, DEC. 31.

Friday the meeting continued under the Maine Pedagogical Society, which is destined to exert a great influence in future.

The meeting opened with prayer by G. T. Fletcher, after which Mr. Woodbury, of Castine, read a paper on the wisdom and necessity of a course of study for our graded schools, followed by another on the same subject by G. T. Fletcher. Both papers urged the advantages of such a course.

After the reading of these papers a course of study for the rural districts was presented by Supt. Tash, including language, forms, arithmetic, history, natural science, and morals, and enumerating studies and school-appliances to be used.

After discussion it was voted to refer the course of study to Messrs. Tash, Corthell, Jordan, Fernald, and Hanson, for revision and publication, with instructions to circulate in the State. The further consideration of the subject was referred to next meeting.

Afternoon Session.

The afternoon session was opened by L. G. Jordan, with a paper on "Honors and Prizes as Aids to Learning," in which he reviewed the origin and prevalence of honors and prizes. He deprecated the whole system.

This paper was followed by another prepared by Miss Annie M. Libby, of Lewiston, and read by Miss Ricker, of Waterville, on "What Motives and Incentives may be Used to Interest Young Pupils in their Work?" In this paper the writer took the same position as to prizes, and urged as incentives, rewards, kindness, and moral motives.

Discussion was opened by Mr. Bachelder, and followed by Messrs. Fernald, Stanley, Corthell, and others. President Fernald took exceptions, and stated that honors, wealth, position, and influence were the prizes of society as the awards of effort; he believed they were natural, and advocated their use as incentives to study.

Following this discussion there was a joint meeting of the societies, at which resolutions were presented and adopted.

In the evening the Society held a business meeting. There was also a social gathering of the members and friends of the societies. At the business meeting the time of holding the annual meeting was fixed for the second week in October. Measures were taken to secure the incorporation of the Society, and at the next annual meeting to present a review of the work accomplished by it.

The next meeting of the Educational Association will be held at Biddeford, the last week in Dec., 1881.

NEW HAMPSHIRE.

State Editor, D. A. CLIFFORD, *Manchester, N. H.*

— It gives us pleasure to introduce to the educators of this State, Prof. D. A. Clifford, of Manchester, who was elected State Editor of the JOURNAL OF EDUCATION, at the recent meeting of the Teachers' Assoc. All interested in our school work are earnestly requested to forward to *him early*, each week, such information as will be of general interest to the public, from which he may make up his report for our paper.

— The Manchester schools, through mistake, began the winter term Dec. 27, instead of the first Monday in Jan., as heretofore. The amount of money deemed necessary by the committee for the support of these schools has been appropriated, and $13,000 additional will be expended for a new schoolhouse, to accommodate schools of primary and middle grade.

— The Merrimac Valley Teachers' Assoc. held an interesting meeting on Friday and Saturday of last week, at Suncook. One of the most interesting features of these gatherings is the "question box" and what comes out of it.

— Tilden Ladies' Sem. opened its winter session, a week ago, with nearly all the old pupils who commenced the year, and quite an accession of new ones. Prof. E. Hubbard Barlow is now the *acting* principal, while Prof. Orcutt holds the same relation to the school that he has for sixteen years. The board of instruction is unchanged.

— Prof. E. Whipple, at Reeds Ferry, is building up a fine institution in that locality. The professor and his excellent lady have had much successful experience in other fields, and cannot fail to gain and hold the public confidence.

— The Concord High School is under excellent management, in the hands of Prof. G. L. Stanley and his able assistants.

— Hon. G. W. Patterson, our accomplished Supt. of Public Instr., is making his power felt already at our educational gatherings and in our schools.

— Manchester graduates of Dartmouth Coll., 60 in number, have recently formed a Dartmouth Alumni Assoc. The college catalogue for 1880–81 shows the number of students for the current year to be 428; of these, 247 are in the regular course, 34 in the scientific, 43 in the agricultural, 98 in the (recitation and lecture) medical course, and 6 in civil engineering. We notice that the *Chandler Scientific* is, this year, recognized as a *department* of the college, and we do not see why it should not always be so regarded, since it is under the general supervision. Under the efficient management of Prof. Ruggles this department ranks among the best scientific colleges in the country.

VERMONT.

State Editor, C. C BOYNTON, *Townshend, Vt.*

— The last catalogue of the Univ. of Vermont and State Agricultural Coll. has 78 students in the regular classes; *viz.*, 15 seniors, 14 juniors, 22 sophomores, and 25 freshmen; only 6 of them are young ladies! That all our *girls* do not rush to the university is evident. It would seem that they prefer to enter Wellesley, Smith, and Vassar, and that their mothers prefer to have them. The college is prospering under the efficient management of Prest. Buckham.

— The fall term of the St. Albans Acad. and graded school has closed, and the winter term will begin on Jan. 3. The total attendance for the term just closed was 968, the largest number ever known here; and the number of pupils in the high school from out of town was 55, — a larger number than it has had before, and further additions are expected next term. The price of board is now as reasonable here as anywhere, and pupils coming on the cars get half-fare rates. The corps of teachers next term will be the same, with the exception of Miss Burgess, who has resigned; and Miss Jennison will be transferred from the Elm-street school to fill the vacancy. Miss Jennison's successor has not been appointed. The examinations at the close of the term attracted a good number of visitors, and were generally satisfactory. The school affords first-class facilities for the training of persons as teachers. Quite a number of pupils have gone out to teach this winter, and will return to the academy in the spring. Mr. Monroe has had two classes in music, — one in the grammar school and one in the high school, — with about sixty in each class. The lyceums, which have been held once in two weeks, have never been more successful, and they will be continued next term under the same management.

— The legislature failed to pass the bill reported by the Com. of Education, to establish one normal school in place of three.

— At a meeting of the trustees of the old Norwich (Vt.) Univ., newly named Lewis Coll., held at Northfield, Friday, Col. Chas. H. Lewis, LL D., of Boston, was elected president of the college, and Clarence L. Hathaway, M.S., M.D., of Boston, vice-president.

MASSACHUSETTS.

State Editor, ALFRED BUNKER, *Boston Highlands, Mass.*

— The first week of the year witnessed the inauguration of the mayor in many of our cities, and several of them referred to school matters in their inaugural addresses.

— Mayor F. O. Prince, of Boston states that during the year 1880, the whole number of scholars in the public schools was 53,340, the number of teachers 1,269, the total expense of schools $1,779,217.27, making the cost per scholar $33.17, which he considers excessive. He believes that school expenses should be kept within the limits of the appropriations of the city council, and advises an application to the legislature for a law to that effect.

— Mayor Samuel Colley, of Salem, suggests that expenditures for schools would better be controlled by the city council than by the school committee, as the State law now provides, and thinks that the schools would suffer no harm if the law were changed. Referring to supervision he says: The abolition of the office of Supt. of schools is recommended as a useless expense, detrimental rather than beneficial. Our public-school teachers need no superintendent of their work as professional educators. Each teacher is a superintendent in the only school in which his or her scholars have any interest, and under the supervision of an efficient committeeman no other is needed.

— Mayor R. M. Pulsifer, of Newton, compliments the school committee that, since Newton became a city, they have always kept the school expenses within the appropriations of the city council.

— Mayor F. P. Goodall, of Holyoke, states the expense of the schools during the past year to be $37,115.95, and hopes that a school of technology may soon be established.

— Mayor Robert Couch, of Newburyport, referring to the near completion of a parochial school-building for five or six hundred pupils, says that however we may differ as to the wisdom of the parochial-school system, surely none will deny the right, especially as their patrons will have to pay for the support of their own schools, and will be taxed also for the maintenance of the common-school system. This issue has been settled by the State, which has decided wisely, in his opinion, that the people are not to be taxed to support sectarian schools; and while all citizens alike can enjoy the benefit of the present school system, as established by law, no one sect shall have special schools for its exclusive benefit at the public cost.

— Mayor Greenhalge, of Lowell, states that the schools are in a satisfactory condition, and owing to the increase in the population of the city, the number of scholars attending them is nearly as large as before the establishment of parochial schools. The evening schools are prosperous, and the school of drawing and design is accomplishing great results.

— Mayor Shapleigh, of Haverhill, notes the good condition of the schools, and a considerable reduction in expenses during the past year.

— Mayor J. A. Cummings, of Somerville, calls attention to the fact that the school committee are, by State law, made solely accountable for the management of the schools, and are responsible to the citizens, and not to the city council. Hence he deems it the duty of the council to appropriate whatever sum the school board may ask for.

— Mayor H. B. Lovering, of Lynn, recommends the resumption of evening schools, and asks consideration of the educational problem as to what is the best education for those who are compelled to leave school to earn their living at or before the completion of a grammar-school course.

— Mayor Kelley, of Worcester, criticises the spirit of false economy in the school board, which has resulted in frequent changes of teachers, especially in the high school, and suggests that the school board be made smaller and taken entirely out of politics.

— Mayor Joseph Garland, of Gloucester, advocates a more liberal support of the schools, compliments the work of the training-school, and sympathizes with the attempt to make school instruction more practical.

— Supt. Edgerly's report of the schools of Fitchburg, for 1880, contains much useful general information, and shows that excellent work has been done in that city during the past year. Mr. Edgerly has had much successful experience in the position he holds, and is one of our ablest school officers.

— Prin. Bragdon, of Lasell Sem., reports a very pleasant close of the fall term of his school, and the great success of the school the current year, it being "full to its utmost limits, while others are waiting their turn to enter." Many States are represented in the school; general health has prevailed, and studying has been enthusiastic. The winter session has opened well.

— McCollom Inst., at Mount Vernon, was never more prosperous than under the management and instruction of its present able principal, Prof. W. H. Ray.

— The Boston School Board organized Tuesday evening, electing Mr. W. H. Finney as Vice-Prest. The standing committees are as follows:

Accounts—F. Lyman Winship, Fox, Reed, Fleming, Rust.
Horace Mann School—F. L. Winship, Thayer, Bowditch.
Drawing and Music—Chas. C. Perkins, Miss Peabody, Messrs. Cutter, Blake, Spalding.
Elections—Geo. M. Hobbs, Porter, Fox.
Evening Schools—Chas. H. Reed, Fleming, Hobbs, Gallagher, Fox.
Examinations—G. A. Thayer, Miss Peabody, Messrs. Moran, Hyde, Flint.
School for Licensed Minors—Nahum Chapin, Rust, Spalding.
Primary School Instruction—B. Adams, Moran, Finney, Reed, Swift.
Nominations—G. H. Plummer, Bowditch, Fleming, Cutter, Porter.
Rules and Regulations—G. M. Hobbs, Porter, Flint, Crowley, Spalding.
Salaries—G. H. Plummer, Chapin, Thayer, Cutter, Crowley.
School-houses—N. Chapin, Plummer, Bowditch, Winship, Gallagher.
Sewing—Miss L. M. Peabody, Messrs. Winship, Chapin, Fox, Fleming.
Supplies—W. H. Finney, Plummer, Chapin, Adams, Moran.
Text-books—J. G. Blake, Finney, Adams, Crowley, Swift.
Truant Officers—The Mayor, Messrs. Finney, Moran, Reed, Swift.
Annual Report—B. Adams, Hobbs, Blake.

— The joint Com. on Ed. in the Legislature consists of Messrs. Rice of Essex, Moore of Worcester, and Ames of Bristol, of the Senate; and Messrs. Higginson of Cambridge, Porter of Attleboro, Hale of Milford, Corey of Bedford, Hyde of Lee, Galvin of Boston, Bryant of Russell, and Sawyer of West Boylston, of the House.

RHODE ISLAND.

State Editor, I. O. WINSLOW, *Providence, R. I.*

INSTITUTE OF INSTRUCTION.

The thirty-sixth annual meeting of the Rhode-Island Inst. of Instruc. will be held at Providence, Thursday, Friday, and Saturday, Jan. 13, 14, and 15, 1881.

THURSDAY, FROM 9.30 A. M., TO 12 M.

The State Normal School, the Providence High School, the Grammar, Intermediate, and Primary Schools of the city will be in session, and visitors will be cordially welcomed.

HIGHER DEPARTMENT, High School, corner of Summer and Pond street; 2.00 p. m. DAVID HOYT, A.M., *Presiding Officer.*

2 00 o'clock. "English Composition in the Schools," by Prof. T. Whiting Bancroft, A.M., Brown Univ. Discussion.

3 15. "The Aim and Method of Studying Foreign Languages in a Course of Education," by Prof Alonzo Williams, A.M., Brown Univ.

GRAMMAR AND PRIMARY DEPARTMENT, Normal Hall, Benefit street; 2 p. m. JAMES C. GREENOUGH, A.M., *Presiding Officer.*

"Phonetics," by Miss Mattie Case, Barrington; "Form," by Mrs. Almira R. Wellman, Chepachet; "Spelling," by Miss Julia A. Osgood, Providence; "Arithmetic," by Miss M. Isabel Daggett, Providence; "Language," by Miss Harriet E. Hewitt, Providence; "Geography," by Miss Charlotte Blundell, Providence; "Grammar," by Miss Ellen A. Salisbury, Providence; "Reading," by Miss Ella S. Danforth, Pawtucket; "History," by Miss Ellyn A. Clarke, Providence

Each paper will be followed by a short discussion.

MUSIC HALL.

Note.—Observe that the exercises usually held on Friday evening will, at this session of the Institute, be held on Thursday evening.

THURSDAY EVENING, 7.30 o'clock.

Organ recital. Address, by his excellency Gov. Littlefield. Address, by his honor Mayor Hayward. Readings, by Prof. A. B Fletcher, Brown Univ. Address, by Rev. E. E. Hale, Boston. Address, by his honor Lieut.-Gov. Fay. Readings, by Prof. Fletcher. Address, by Hon. J. W. Patterson, Supt. Pub. Instruc., New Hampshire.

FRIDAY FORENOON.

9.00 o'clock. Devotional exercise, Rev. B. O. True.
9.15. Business. Appointment of committees, etc.
9.30. "Suggestions on School Hygiene," by A. F. Blaisdell, M.D., Providence. Discussion.
10.15. "Natural Science in the Common Schools," by Miss Mary R. Alling, R. I. State Normal School. Discussion.

AFTERNOON.

2.00 o'clock. Singing, by pupils of the Providence Grammar Schools, under the direction of B. W. Hood.
2.30. "Teaching and Training," by A. G. Boyden, A.M., prin. State Normal School, Bridgewater, Mass. Discussion.
3.30. "External Aids to Teaching." A discussion.

FRIDAY EVENING.

7.35. Singing, by pupils of Providence High Schools, under the direction of B. W. Hood.
8.00. Lecture, "Moral Character; the Foundation, Superstructure, and Methods of Building," by Rev. A. A. Miner, D.D., Boston.
Singing.

SATURDAY FORENOON.

9.00 o'clock. Devotional exercises, by Rev. W. F. Whitcher.
9.15. Election of officers, and other business.
10.00. Discussion of the following subject: "The Best Methods of Securing a Knowledge of the Correct Use of the English Language."
11.00. "Essentials to Good Reading" (Position and Breathing), by Prof. A. B. Fletcher, A.M., LL.B., Brown Univ.

Usual entertainment and free return-tickets will be furnished.

— The Barrington Public Library now numbers 2,000 volumes, and the weekly circulation is 75. This is the result of one year's efforts, and the good people of that town may be congratulated upon their cheering success. A series of public entertainments have been arranged, which have proved a source of pleasure and profit.

CONNECTICUT.

State Editor, CHARLES NORTHEND, *New Britain, Conn.*

— The last annual dinner of the Chicago Yale Assoc. was attended by 102 Yale graduates.

— The Hartford Library has just received from William Lloyd Garrison, Jr., a bill of sale of a slave, found among his father's old papers. It is written in a handsome and legible hand, dated at Hartford, July 23, 1761, and signed by Caleb Turner, who sells and delivers to Benjamin Payne and his heirs, for the sum of 55 pounds, "a certain negro woman named Pegg, of the age of about seventeen years." She is warranted "sound in wind and limb, and free from all bodily malady whatever."

— Prest. Porter, of Yale Coll., has been elected a vice-president of the State Humane Soc.

— The graded school at the center, Portland, is in a prosperous condition under the management of Frederick Lillie, who has occupied his present position about three years to general satisfaction. District No. 3, at Gildersleeve's Landing, has recently been favored with the gift of $3,000 from S. Gildersleeve & Son,—making, with previous gifts from the same source, about $10,000. The Messrs. Gildersleeve are worthy of all praise for their successful efforts to benefit the schools and the community in which they reside, and whose prosperity is so largely owing to their honorable and successful business enterprise.

— Some twenty years ago a very neat and convenient schoolhouse, was erected midway between Goodspeed's and the upper landing, East Haddam, the two being one mile apart. At the time it was quite a step in advance, and the building was a very great improvement over that previously used. With the new building, as a matter of course, came an increased interest on the part of parents, and they had good schools. During the past summer Miss Ada Platt, of Deep River, a graduate of the Normal School, taught to very great acceptance. Her service would have been continued, but her health was not sufficiently good to admit of the care of the larger winter school. She was succeeded by Mr. Stillman, of Deep River, who, we learn, is doing well. The two villages whose children enjoy the privileges of the school are connected by a substantial plank-walk.

— The principal school at Deep River is in a good condition under the charge of Mr. Markham, of East Hampton, though the range of studies is more limited than heretofore. Sec. Northrop recently gave an address at this place, which was received with much favor.

— The Rev. Mr. Murphy is supplying the pulpit and teaching the school at Westbrook to general acceptance. He had previously had considerable and successful experience at Granby. Westbrook and Deep River are both villages of the town of Saybrook.

— The excellent graded school at Plainville continues under the faithful and judicious management of Mr. S. P. Williams, who teaches the higher department. This school has already been of great benefit to the place, and will yearly become more so.

AMNUAL MEETINGS OF Western Educational Associations.

INDIANA.

STATE TEACHERS' ASSOCIATION.

The twenty-seventh annual meeting of the Ind. State Teachers' Assoc. was held at Indianapolis Dec. 28, 29, and 30. The proceedings were opened with prayer by Dr. L. Moss, Prest. of the State Univ.

After an address of welcome by the mayor, Supt. J. T. Merrill, of Lafayette, introduced in a few well-chosen words the Prest.-elect John Cooper, supt. of the Richmond schools, who delivered the inaugural address.

He said there was no State, he thought, that now offered a better field for the advancement of education, especially in view of the progress that had been made in the past forty years, in spite of bad roads and many discouragements which the older members would well remember. It is a most interesting study to compare the progress of the State within the past twenty-five years, and the history reads more like fiction than actual facts. Teaching was an individual work, and there was no interchange of thought except as individuals happened to meet and talk over their work.

In response to a call, Supt. Peaslee, of Cincinnati, O., addressed the meeting, giving praise to the school system of Indiana to-day, which he considered in advance of the school system of Ohio. The progress, he said, made in education since 1864, in Indiana, has not been equaled by any Northern State in this country.

Second Day.

The first paper of the session was read by Prof. J. Carhart, of the State Normal School, on the subject of "Analytical Reading."

He considered reading under two heads,—silent reading, or that in which the mind only is employed; and oral reading, or that in which the mind and vocal organs are both employed. Reading was also divided into two kinds, on the basis of subject-matter,—thought reading, and emotional reading. School reading he treated as not an end in itself, but a means; the end to be realized should be determined by the pupil's needs as an individual and as a member of society. The fact should be remembered that the greatest number of the children attending the common schools will occupy humble places in life, not therefore needing the elocutionary ability of the lawyer or the professional reader.

Lewis H. Jones, assistant supt. of the Indianapolis schools, said: This tendency exhibited throughout the paper to exalt the thought-work of reading at the expense of the outward expression is, as I believe, wholly wrong.

F. P. Adams, prin. of the Danville Normal School, read an interesting and suggestive paper on the life of Shelley, and the lessons teachers should gather therefrom. He took the position that Shelley was to a great extent what the world made him, and largely what he was, in spite of the world. He tried to make him, as Whipple says, "a bad Christian and a good hypocrite."

Prof. De Motte, who was named in the program for a discussion of the paper of Mr. Adams, joined issue with the theory of that gentleman. He suggested that the theory of Mr. Adams in regard to Shelley would destroy all personal responsibility, while his own belief was that all the blame of Shelley's failure lay at his own door, and that he alone was responsible for a worse than wasted life.

At the opening of the afternoon session, Prof. John L Campbell, of Wabash Coll., read a paper on "Educational Exhibits at International Exhibitions."

This was followed by a very able paper by G. P. Brown, of Terre Haute, entitled "An Essay to Define and Encourage the Professional Education of Teachers." Mr. Brown concluded with the following excellent premises: If superintendents and school officials will set their faces like flint against the employment of incompetent teachers, and will set to work to encourage in every possible way a better preparation of those desiring to enter the profession, an immediate and rapid reform will begin. If the present school organization shall continue to degenerate into a political machine, used for the personal aggrandizement of its officials, it will be abolished, as it ought to be.

Then followed a paper by Prof. H. S. Tarbell, supt. of the Indianapolis schools, on "Special Schools for Juvenile Delinquents." Mr. Tarbell first spoke of two classes of bad boys,—those who are *born bad*, and those who are *made bad* by surrounding corrupt influences. Both classes are unsuitable to associate with the good boys in our schools, and cannot be properly dealt with while with them. Hence *special schools* should be provided, in connection with the public schools, for boys of this character, where they can be detained, boarded, and taught. After enforcing this view by forcible reasoning, the speaker answered the objections to, and spoke of the advantages of this plan.

An address on the same subject, by Major J. W. Gordon, followed.

Third Day.

After some preliminary business the following officers were elected for the ensuing year:

President—H. B. Jacobs, New Albany. *Vice-Prest.*—John Moore, New Harmony; J. A. Woods, Salem; C. W. Hodgin, State Normal School, Terre Haute; W. A. Bell, Indianapolis; Miss M. Hazelett, Layfayette; George Osburn, Marion; John S. Irwin, Fort Wayne. *Ex. Com.*—E. H. Butler, Winchester; O. L. Kelso, Bruceville, Knox county; P. P. Stulz, Rising Sun; John M. Wallace, Columbus; J. L. Campbell, Wabash Coll.; J. K. Waltz, Logansport; H. W. Wiley, Purdue Univ. *Rec. Sec.*—Mrs. E. H. Lemon, Spencer.

Supt. J. Moore, of New Harmony, then presented an exhaustive essay on the "Advantages and Disadvantages of our School System compared with that of Canada."

Supt. R. G. Boone, of Frankfort, followed with a suggestive paper on "Anticipative Work in Teaching." He summed up by urging teachers to adapt their work to the pupil, not to the class. Teach to his comprehension, not to his years. Let the object be to make him able to do, and the coveted skill will leave a foundation that must make its culture not only possible, but all the more easy of attainment.

This paper was briefly discussed by D. H. H. Shewmaker, of the Muncie public schools, after which Prest. Moss announced that a course of lectures on "Education, its Philosophy and History," would be delivered by Dr. W. T. Harris, at the State Univ., during Feb.

Gov.-elect Hon. A. G. Porter, upon being called upon, addressed the meeting in a few appropriate words, showing that he estimated the value of the teacher's work.

Prof. J. M. Bloss, of Evansville, State Supt.-elect, also briefly responded, promising the maintenance of the high standard of the Indiana school system.

The first business of the afternoon was the presentation of a report by Hon. J. H. Smart, on "Reading for Children," being a condensed statement of the papers printed in his annual report, in which several distinguished educators gave lists of books recommended for the use of children, and hints for their profitable use and study.

Prof. J. B. Roberts followed, with a carefully prepared paper, discussing the same.

Miss Carrie B. Sharpe, of the Ft. Wayne schools, the only lady whose name appeared upon the program, next read a paper entitled, "Under the Surface," which deservedly attracted much attention. In the course of the paper, the writer spoke of some of the "treacherous currents" which threaten destruction to our school system, such as overcrowding programs. The motto seems to be, "Get results; get them honestly if you can, but get them at any cost," and get them the teacher does. Things present a fair surface, and she is commended for her work, receives high marks, is praised by special teachers and superintendents, and, seemingly, dishonesty is the best policy. But no man liveth to himself, and such a teacher injures not only her own scholars but countless others. The evil spreads. A "report" of these schools is published, setting out in glowing light the wonderful things done in them. Supts. come from other cities to see if these things be true. These visitors go home to put fresh pressure upon their teachers, for what can be done in one city must be done in another; and yet, in each case, the one who sees his neighbor's superiority goes home with a suspicion that things are not quite what they seem. And so we are unconsciously developing suspicion everywhere, and teaching dishonesty. Much time and study is needed to readjust the course of studies, and to cut out, put in, and fit into the best places, the elements of education; for with the elements only have we to do. The filling-in must be the child's own work, in after-years. We must be content to lay the foundation, and leave the edifice to be built later. But this foundation must be laid with great care and thoroughness. It should consist in developing the child's own abilities, in teaching him how to acquire knowledge and how to use it. And the corner-stones thereof should be industry, honesty, and obedience to law.

MICHIGAN.

STATE TEACHERS' ASSOCIATION.

The State Teachers' Assoc. met at Lansing Dec. 28, 29, and 30. The attendance was good, notwithstanding the extremely inclement weather.

The first evening Dr. M. MacVicar, Prin. of the State Nor. School, addressed the meeting on "The Teacher and his Work."

Second Day.

Prest. C. B. Thomas, of Saginaw, delivered an address on "The Association and the Educational Interests of the State."

This was followed by papers on "Temperance" and "The Proper Sphere of the Village High School," by Rep. Robertson, and C. C. Cook, of Dexter, which were ably discussed by Z. C. Spencer, of Battle Creek, also by Messrs. Sill, Thompson, Mills, and Wheeler.

I. M. Wellington, of Detroit, opened a discussion on "Text books *vs.* Better Means in the School-room," followed by Prof. C. F. R. Bellows, with an essay on the same subject. The discussion was participated in by Messrs. Bellows, Jr., Plowman, MacVicar, Austin George, and others.

Miss Ruth Hoppin, of the Normal School, read an essay on "Methods in History;" discussed by M. Louise Jones, of Charlotte.

On invitation of the president, Gov.-elect Jerome made a short but pointed speech, which was enthusiastically received.

Prof. Demmon, of Ann Arbor, read a paper, "The Place of Technical Grammar in the Schools of To-day." The discussion on this topic was opened by J. M. Sill, of Detroit, after which the Assoc. took a recess.

Reassembling, it listened to the committee's report on "Needed Legislation," presented by its chairman, C. A. Gower.

CITY SUPERINTENDENTS.

The Assoc. of City Supts. met immediately after the adjournment of the State Assoc., and was called to order by Prest. Sill.

The following officers were elected for the ensuing year: *Prest.*—I. W. Morley, Bay City; *Vice-Prest.*—J. W. Ewing, Ionia; *Sec. and Treas.*—J. G. Plowman, White Pigeon.

Third Day.

Prof. W. J. Beal, of the Agricultural Coll., opened with a very interesting paper on "The New Botany."

W. H. Hailmann then gave a lecture on "Primary Errors,"—an exposition of kindergarten work, outlined on a blackboard. He is evidently master of the subject, but the time allotted was too short for as full a discussion as the subject merited.

Prof. Payne, of Ann Arbor, opened a discussion on the strictures of Chas. Francis Adams, in *Harper's Monthly*, upon the public schools, which became quite general, and was continued until the adjournment at noon.

At the afternoon session the following officers were elected for the ensuing year: *Prest.*—Austin George, Ypsilanti. *First Vice.-Prest.*—I. N. Wellington, Detroit. *Sec. Vice-Prest.*—M.

T. Gass, Flint. *Sec.*—O. D. Thompson, Romeo. *Treas.*—Z. Truesdel, Pontiac. *Ex. Com.*—I. N. Demmon, Ann Arbor; E. A. Strong, Grand Rapids; D. E. Haskins, Hanover; L. McLouth, Ypsilanti.

The committee on resolutions then reported a series of resolutions: In favor of continuing the committee to memorialize the legislature another year; sustaining the department of public instruction in the prosecution of county institutes, as productive of great educational benefits, and expressing the opinion that attendance upon them should be made imperative by law; expressing as the sense of the Assoc. that educational papers and departments should be encouraged; expressing their belief in the science of education, and indorsing the positions of the Univ and Normal School upon that subject; also a series of resolutions on the death of Geo. E. Cochran, of Kalamazoo, all of which were adopted.

H. N. French, of Kalamazoo, read a paper on "The Diploma System of the Univ." as connected with the high schools, in which he took occasion to make some severe strictures upon the course of the faculty. Prof. Olney was absent, and the cudgel was taken up by Profs. Payne and Demmon, and also by Mr. Truesdel of Pontiac, and Mr. Sill of Detroit, each of whom made a spirited defense of the Univ.

Prof. A. J. Cook, of the Agricultural Coll., gave a lesson in physiology, demonstrating his lecture on "The Subjects," which for this occasion were two fine cats, that were brought into an adjoining room and killed with chloform.

The meeting soon after adjourned *sine die*.

IOWA.

STATE TEACHERS' ASSOCIATION.

The twenty-fifth annual session of the Iowa State Teachers' Assoc. met in Des Moines, Dec. 28, and continued in session until the 31st. It was the largest, most enthusiastic, and most harmonious, and consequently the most profitable meeting the Assoc. has ever held. The papers, discussions, and addresses were all able, suggestive, and opportune.

The Governor of the State, Hon. John H. Year, addressed the Assoc. Among other things he said that Iowa had been called the "Massachusetts of the West," but judging from our own advancement in educational interests, and what had recently appeared touching the schools of the Old Bay State, and its recent school revival, Massachusetts might soon have to call herself the "Iowa of the East." He favored the establishment of at least two more normal schools, which sentiment was heartily applauded.

Hon. John Eaton quite won the Iowa teachers by his masterly address on "Education and Sanitation," and other speeches, before the Assoc.

Prof. S. Calvin, of the State Univ., was elected president for the ensuing year. Some important measures were adopted by the Convention. An advisory counsel to aid the State Supt. was elected. After careful discussion, the teachers unanimously favored a graded course of study for the normal institutes, and a competent committee was appointed to prepare such a course.

MINNESOTA.

STATE EDUCATIONAL ASSOCIATION.

The fifth annual session of the Ed. Assoc. was held in the House of Rep. in the State capitol, Dec. 28, 29, and 30.

After prayer by Rev. S. G. Smith, Prof. Downey was introduced to the audience by Prest. Smith, and proceeded to deliver his lecture on "Leaders." The lecturer referred at some length to the world's well-known leaders, and concluded his lecture by contending that the world is not so far advanced but there are still great leaders wanted. While we should follow no man blindly, we should not hesitate to follow when others lead in the right direction.

Second Day.

The first business of the day was the reading of Prest. C. W. Smith's annual address, in which he stated that the history of education in Minnesota represents growth, and considering the age of the State, its educators have no reason to be ashamed of the record. So well has the labor been accomplished that the people record their judgment in substantial support, to-day more, perhaps, than ever before.

The next business before the meeting was the report of Prof. Kiehle, of St. Cloud, on the National Assoc. The reading of this report provoked quite an animated discussion, especially that part of it relating to the "Quincy system."

Prest. Smith denied that the state of affairs alleged to have existed in Norfolk Co., Mass., before the Quincy system was adopted, existed in Minnesota. The teachers of this State, he said, were well acquainted with that system fully fifteen years ago, and he thought we would do well to go back to the East and instruct some of the benighted educators of that part of the country.

Prof. Niles stated that in his opinion it would be no very difficult matter to go into most any common school in Minnesota, and find the same state of facts existing as were found to exist in the schools of Norfolk Co., Mass. If the president of the Assoc. doubted this, let him go into any school in the State and make a test. He referred particularly to the many lapses in orthography which would be found; Prest. Smith's own report contains, among other things, the following orthograhical mistakes: Support, suport; judgments, judgements; irresistible, irristable; mercantile, merchantile, etc., etc.

Prof. Reynolds fully agreed with Prof. Niles, and gave many instances, which he clinched with telling illustrations.

Prof. Kiehle and Prof. Taylor, of St. Paul, entertained the same opinions as those expressed by Profs. Reynolds and Niles. Prof. Taylor said he had read the report of the examination of the Norfolk Co. schools in Mass., and did not believe the report was true, and to test it, examined about 450 pupils on the same. He had retired disgusted.

Prof. Downey also spoke in opposition to the Quincy system.

Prof. Reynolds claimed that Prof. Downey was dodging the point at issue; and after some further desultory argument, the discussion was closed.

In the afternoon Prof. Engstrom, of Cannon Falls, presented a paper on the subject of "Our Common Schools, Courses of Study, and Records." Minnesota, he said, has a so-called system, without any definite aim in view. He then gave a detailed statement of the shortcomings, as he understood them from experience, and suggested several reforms, among which was the keeping of a uniform record in the graded and high schools of the State, of their intellectual condition.

Profs. Greer, Niles, and J. C. Bryant joined in the discussion, supporting the views of the speaker. It it evidently was not a "mutual admiration society."

Supt. B. F. Wright, of Ramsey Co., then read a paper on the "Dangers that Threaten our System," in which he stated that unjust criticism, and, in some places, public apathy combine to threaten the public-school system of the State; but he denied that the system was productive of certain evils attributed to it.

In the evening Prof. W. M. A. Pike, of the Univ. of Minnesota, was introduced, and proceeded to deliver an address on the subject of "Industrial Education," which he illustrated with specimens of mechanical work done by young men under his direction.

Profs. Reynolds, Kiehle, Niles, Prest. Smith, and others, heartily indorsed Prof. Pike. Pike's suggestions.

Third Day.

The meeting was opened by an address on the subject of "Music a Branch of Education in the Public Schools," by Prof. Priem. He suggested that of all the various arts and sciences which man may cultivate and bring to perfection, no one appears more congenial to him than the cultivation of music.

The necessity for supervision was then treated by Prof. J. T. Marvin, of the Minneapolis Acad. He deplored the present system, necessitating such poor material for superintendents, and the consequent want of respect for the office on the part of the teachers.

Prof. J. W. Haucock led in the discussion of the subject, followed by Profs. Niles, Knerr, Davidson, Kiehle, Reynolds, and Miss Burns, nearly all of whom heartily indorsed the sentiments uttered by Prof. Martin. Prof. Davidson was especially severe on the present system.

Supt. Burt defended the Co. superintendents from the sweeping charges of Prof. Davidson. Some of them, he said, received but $200 a year for their services. He would like to know how a man was to support his family on such a salary.

"Instruction in Governmental Ideas" was the subject handled by Prof. Keysor. He considered that every teacher in the high schools ought to teach this knowledge, and in such a manner that it would be understood. It can be done without any great effort, and without any great "reformation." It is only necessary to introduce a few text-books, and instruction in the principles of government can gradually be engrafted into our system.

Prof. Moore indorsed these suggestions of Prof. Keysor.

Several of the high-school teachers and Co. superintendents met at 1.00 p. m. for the purpose of organizing a High-school Assoc. Prof. Campbell, of St. Paul, acted as chairman, and W. J. Warren, of Minneapolis, sec. A temporary organization was effected, and a constitution adopted.

Messrs. Knerr of Minneapolis, Wells of Faribault, and Gilbert of Winona were appointed a committee on permanent organization.

In the afternoon Miss T. C. Eccleston presented a very able essay on "The Kindergarten the Basis of all Subsequent Education." As no abstract would do justice to this valuable paper, we hope to be able to give it in full in an early issue of THE JOURNAL.

Prof. Brooks followed with a paper on the subject of "Higher Education," which was warmly received and indorsed by the Assoc.

After the usual resolutions, the following officers were elected: *Prest.* — B. F. Wright; *Vice-Prest.* — Miss E. A. Wheeler; *Sec.*—Prof. Gates; *Treas.*—Prof. Moore. C. W. Smith, delegate to the National Convention.

The Assoc. then adjourned to meet next at Lake City.

COLORADO.

STATE TEACHERS' ASSOCIATION.

The annual meeting of the State Teachers' Assoc. took place at Denver, Dec. 28 and 29.

The first exercise on the program was the president's address, by J. H. Baker. After a few preliminary remarks, Mr. Baker said that zeal in school-work was important. There is a kind of apathy in all professions. I believe this is due to a lack of poetic training. How, then, shall man cultivate the poetic principle? By opening the avenues of his soul to the influences of nature. All space is to man a workshop which he may fill with truths. Man is born poetic. The spirit of childhood may and should be kept green. Blessed is that old age which still clings to the freshness of youth.

The president was followed by W. S. Thomas, of Leadville, who dwelt on the importance of the teacher's work in an able manner.

The subject was discussed by Supt. Gove. He referred to Richard Grant White's attack on our school system. Mr. White assails the schools as being Godless. Where is the man or woman who is morally upright? Our teachers must have a certificate of moral character. Does he know that many of our teachers are offering up a silent prayer, in the stillness of night, for the welfare of their pupils? Our teachers are wielding a mighty influence in the Republic to-day. Does he mean to say that 200,000 leading men of our country do not influence the nation?

Messrs. Sewall and Haskill also debated this subject very forcibly.

The afternoon session was opened by Prest. E. E. Edwards, of Fort Collins, who took the subject, "Education and the State." He divided the subject into rights, privileges, and duties.

The subject was ably discussed by D. Boyd of Greeley, and State Supt. Shattuck.

A discussion of development of faculties in primary work was then discussed; Miss Forbes, of Larimer City, being interrogated a great deal on the subject, and answering the questions in a very intelligent and satisfactory manner.

Messrs. Boyd, Gove, and Jenk took a lively part in the discussion.

and also Mr. Jenk, from New York, made some good suggestions on the subject.

In the evening Rev. Mr. Herbert delivered a lecture on the benefits of culture to mankind.

Second Day.

The first subject discussed, according to the program, was "Methods of Teaching Elementary Algebra," by W. A. Andrus, of Cañon City. He said that pupils must be familiar with arithmetic before beginning algebra, and explained very clearly how these two subjects were allied.

The discussion was participated in by Messrs. P. H. Harris, J. H. Baker, and Prof. Hale, Supt. Easterly of El Pasco Co., and F. E. Smith of Black Hawk.

F. E. Smith then read a carefully-prepared paper on the "Education of Women," which was discussed by C. J. Harris, of the Denver High School, and Miss N. F. Thomas, of Boulder.

In the afternoon Miss K. Clark, of Greeley, read a paper on development of faculties in primary work. She argued that teachers should instruct by actual inspection. Observation is the basis of all knowledge.

Before closing, the following resolutions were adopted:

Resolved, That we regard that legislation as unfortunate whereby the provision for higher education at the expense of the State is now dissipated by a division of funds among three distinct institutions; *viz.*, the State University, the School of Agriculture, and the School of Mines.

Resolved, That we believe the highest interests of public education would be subserved by a consolidation of these three institutions into one, under one board of control, thereby giving to each the advantages of all, and also avoid the great expense now incurred by these institutions. Also to establish a chair of pedagogics, in connection with the university.

Resolved, That the granting of State diplomas be placed in the hands of a committee, who will prepare questions for examinations for State diplomas, and also for county boards, and that the sciences be struck off the third-class certificates.

The officers elected for the ensuing year are: *Prest.*—I. C. Dennett, Boulder. *Vice-Prests.*—Mary Thomas, Boulder; H. M. Hall, Gilpin; D. C. Roberts, Arapahoe; W. A. Andrus, Fremont; W. C. Thomas, Lake City. *Sec.* — H. F. Megenor, Arapahoe. *Assist. Sec.* — Alice Blackwood, Clear Creek. *Treas.*—A. Gove, Arapahoe. *Ex. Com.* — David Boyd, Weld; F. E. Smith, Gilpin; J. P. Easterly, El Paso.

A social reunion was held in the evening, after which the meeting adjourned.

KANSAS.

TEACHERS' ASSOCIATION.

The Southeastern Teachers' Assoc. held its fourth annual meeting in Parsons, in Labette Co., on Dec. 28, 29, and 30. The weather was against the meeting; the 29th was probably the coldest day ever known in southern Kansas, the thermometer indicating *minus* all through the day. Still the meeting showed decided progress in the matter of attendance, teachers being present from seven counties. Prof. McPherson, of Parsons, gave an excellent address of welcome, and there were two public lectures of high character.

The first, by Prof. Hay, of Cherokee, on "The Growth of the English Language," showed a long acquaintance with the sources of our tongue, and procured for the lecturer many encomiums.

The second lecture was by G. W. Hoss, LL.D., formerly State Supt. of Indiana, and now editor of the Kansas *Educationist*. His subject was "Oratory and Orators," and was worthy of his high reputation.

The program of the meeting, besides several class drills, included the following papers, some of which caused considerable discussion: "Education in the South," Prof. O. V. Hays; "Advanced Geography," R. Hay; "Tree Planting in School Grounds," Dr. Hoss; "Geology," Prof. L. Z. Burr; "Objects of Common-School Education," Jas. Grimes, Esq., sec. of the Parsons School Board; "School Government," Prof. Iden.

Prof. Chedester, supt.-elect of Labette Co., received the merited compliment of reëlection to the office of prest. of the Assoc. Resolutions were adopted indorsing the prohibition amendment, and the session closed with an enjoyable reunion, enlivened by recitations, readings, and music.

EDUCATIONAL INTELLIGENCE.

CANADA.—A sub-committee of the Council of Public Instruction for the province of Quebec has been appointed to report on the advisability of establishing a uniform set of text-books for the model schools and academies, and to recommend a series of text-books for the information and consideration of the committee.

The love of country is well illustrated by the munificent gifts of Mr. Munro, of New York, to Dalhousie College, Nova Scotia, of which he is a native. He has offered to the college the following amounts for bursaries: This year, seven of $200 each; next year fifteen, ten of $150 each and five of $200 each; the following year, fifteen; the third year, fifteen; and the fourth year, fifteen; the bursaries to be held for four years, subject to certain conditions. This will involve the expenditure of money as follows: This year $1,400; next year $2,500; third year $5,000; fourth year $7,500; and the fifth year $10,000. The expenditure will then continue at the rate $10,000 a year. This provision is intended to continue during the life of the donor. But this does not exhaust Mr. Munro's bounty: he has founded another chair, and endowed it to the extent of $2,500 a year. Thus the college owes to this benefactor two chairs, amounting to $4,500 a year, and bursaries amounting four years hence to $10,000. The chairs thus endowed are of Physics, History, and Literature, and Mr. Munro recommends the appointment to the latter of a fellow-townsman, the Rev. John Forrest.

FOREIGN. — The popular schools in the Netherlands are attended by 525,000 pupils; of this number, 300,000 are in State schools, 125,000 in Protestant schools, and 100,000 in Roman-

Catholic schools. The education of the 300,000 pupils in State schools costs the government 17,000,000 florins a year.

Work will soon be commenced on the new University College, Liverpool, Eng. £88,000 have been subscribed, and but little more is needed to make up the required amount. The endowments of professorships are about completed, but a further sum is required to meet the cost of a suitable and handsome building.

Professor Fawcett does not allow his official work as Postmaster-General of Great Britain to interfere with his professional duties as professor of Political Economy at Cambridge. He has already arranged his lectures for the term.

There are at present in France 20,000 Communal-school libraries, which own some 2,000,000 of volumes, and last year they lent 1,350,000 books.

Mr. Mundella, vice-president of the English Council of Education, in his speech in naming the education estimates in the House of Commons, said there were over half-a-million children in England and Wales still not attending schools, and untouched by the compulsory measures of the last ten years.

PENNSYLVANIA.—Supt. Franklin, of Beaver County, held an institute the last week in December, at New Brighton. The instructors were Raub, of Lock Haven; Richman, of Greensburg Seminary; Rhu, of Beaver and Redington, teacher of elocution at Beaver Falls. Prof. Hoyt, of New Brighton School, gave the address of welcome.

The published proceedings of Green County Teachers' Institute for 1880, under the management of Supt. Hoge, show that they have live school officers and teachers "out there." Mr. Hoge's brief opening address was full of wise and inspiring thoughts. He said that for twelve years the work of teaching had enlisted all his energies, and that his observation and experience had served to magnify its interest and importance. He urged upon them still again to start a teachers' library, each for himself, containing text-books, books of general information, professional books, and bound volumes of a journal of education, to be enlarged from year to year, and to begin a cabinet of common things to be used for apparatus. He was gratified to find that some teachers had already heeded his suggestions, and had showed him the results. These thoughts are so timely and important that we wish to bring them before all our readers.

We find enrolled at this Institute 228 of these live teachers and a long list of honorary members, consisting of ministers, lawyers, physicians, officials, editors, merchants, and ladies. This is followed by a list of directors in the different districts, all showing that the great work of educating the children in that county has awakened the interest and secured the efforts of all classes, and that this work is systematically performed, This fact should be emphasized.

Mr. Hoge, in his report to the State Superintendent, comments as follows upon the character of the teachers under his supervision: "Our teachers are 'growing teachers.'" They are not only mastering the common-school branches, but they are making themselves proficient in the related subjects of botany, physiology, philosophy, book-keeping, zoölogy, and geology. All are students of Wickersham's School Economy and Methods of Instruction; many are students of Brooks' Normal Methods, and some are getting Kiddle and Schem's Cyclopædia of Education. All read school journals, and nearly three-fourths of them take and keep these journals for reference. The disposition of teachers to better their standing has given rise to a disposition on the part of directors to raise their wages." Such a class of school officers and teachers as are here described desire recognition, and they shall have it.

NEBRASKA.—The following statement will show a wonderful "school growth" from 1871 to 1880, in Nebraska. From authentic statistics it appears that the number of counties organized ten years ago was 35; now there are 64. Then there were 1,028 school districts; now there are 3,132. Then there were 41,071 children of school age; now there are 142,348. Then 23,265 children only attended the schools; now there are 92,549. Then there were 1,080 teachers employed; now there are 4,100. Then the total wages paid teachers was only $147,257; now the sum amounts to $549,200. Then the value of school property in the State equaled $420,936; now it is estimated at $2,064,768. For these encouraging results Nebraska is much indebted to the efficient efforts of its able superintendents and other school officers who have understood thoroughly the importance of popular education to the prosperity of the State.

VIRGINIA.—One of the most hopeful signs of the times, touching the educational problem, is the echo of the Southern press to the plea of ex-Governor Brown, of Georgia, in the Senate, for universal education. The *Southwestern Christian Advocate* has, in a late number, a long article on this subject, and the *Richmond Whig* devotes a half-column of editorial in arguing the necessity of educating both the white and black children, as a means of securing the greatest advantage to the South. It closes with these forcible sentences: "The North, by her common-school system, has prospered in every department, with less natural advantages than the South. Germany, by her compulsory education, has become one of the first nations of the world. Let the South foster her public schools, encourage universal education, and she will reap her reward in prosperity."

GEORGIA.—Bowdon Coll., at Bowdon, under the management of Prest. J. W. Beck, is in a prosperous condition. It has already done excellent work in the cause of sound learning, and is destined to do still more and better work in the future. Its location is admirable, both in the interest of health and good morals; its discipline is vigorous and parental, and its faculty able and efficient. Such conditions cannot fail to secure success to the institution.

MINNESOTA.—Carleton Coll. has recently been made by the Government a signal-service station, and has received full instrumental outfit. The new Scientific Hall will be completed and furnished by Jan. 1. The new Chemical Laboratory is already in use. There are, this term, about 230 students in attendance, a larger number than ever before. The college has never been more prosperous, or given stronger proof that just such an institution is needed in Minnesota.

NEW BOOKS RECEIVED.

Curious Myths of the Middle Ages; by S. Baring Gould; cl., $1.50. Boston: Roberts Brothers.

Gray Heads on Green Shoulders; by Mrs. J. E. Zimmerman; cl. Chicago: Henry N. Sumner & Co.

Vidocq, the French Detective; an autobiography by Dr. R. S. Mackenzie; 75c. Philadelphia: T. B. Peterson & Bros.

The Temperance Lesson Book; a series of short lesson on Alcohol and its action on the body, designed for reading in schools and families; by Dr. B. W. Richardson; cl., 50 cts.....*Alcohol and Hygiene;* an elementary lesson-book for schools; by J. Colman; cl., 60 cts. New York: Nat. Temp. Soc. and Pub. House.

Elementary Projection Drawing, Theory, and Practice; in six divisions; by S. E. Warren, C. E.; 5th ed., revised, cl.....*A Text-book of Elementary Mechanics,* for the use of colleges and schools; by E. S. DANA; cl. New York: J. Wiley & Sons.

Drainage for Health; or, Easy Lessons in Sanitary Science; by Joseph Wilson, M.D.; cl., $1.00. Philadelphia: Presley Blakiston & Co.

The Works of William Shakespeare (Vol. XI.); Harvard edition; by the Rev. H. N. Hudson; cl. ....*March's A-B-C Book;* paper. Boston: Ginn & Heath.

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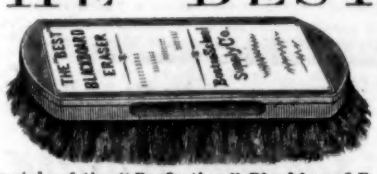

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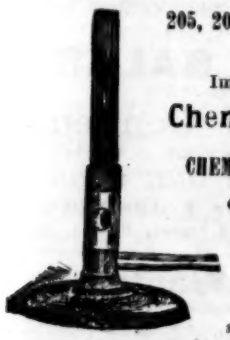

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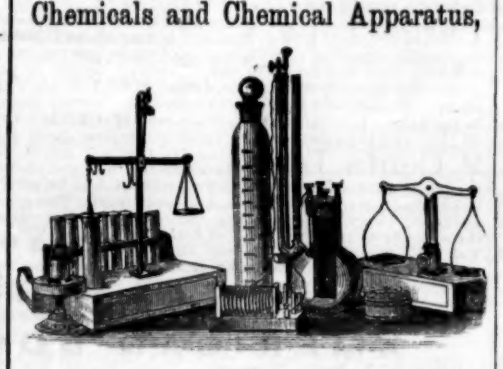

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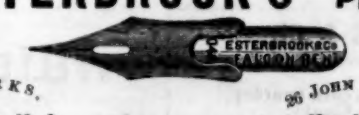

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PUBLISHER'S NOTES.

We are glad to welcome back to Boston, Mr. F. C. Robertson, one of Prof. Monroe's most successful pupils and teachers, who has, since leaving this city, received the appointment of instructor in elocution at Colby University, Maine, and has given instruction to a large number of pupils with his usual success. His testimonials from the University, from the Monday Club, Boston, and from clergymen, teachers, and lawyers in various parts of New England are an abundant evidence of his good work. As an expert in the art which embellishes all other arts in a public speaker, and which enables a teacher to illustrate and enforce the power and beauty of literature, Prof R. will receive a hearty reception from his Boston friends.

Prof. Wade, of Morgantown, West Va., whose work on "A Graduating System for Primary Schools" has introduced him very favorably to the educational world, has brought out a new work, advertised in another column, which should have a wide circulation among American teachers. The scope of the new work, its intelligent views on many topics, and the practical teachings it contains, suits the needs of the school and the home, and parents, as well as teachers, will find it a valuable assistant in government and instruction. The book is fully illustrated with engravings, and is one of the most comprehensive and useful of recent publications.

We invite special attention to the new announcement of Messrs. Eimer & Amend in The Journal of this issue. This house was established in 1851, and has been recognized by all scientific professors and teachers in this country as absolutely reliable. They import and manufacture the best chemicals and chemical apparatus to be found on either continent, and prompt attention is given to correspondence and orders for goods. Remember that their address is 205–211 Third Avenue, New York city.

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We desire to call special attention to The Young Folks' Cyclopædia of Persons and Places, and also of Common Things, published by Henry Holt & Co., New York, and announced on the first page of The Journal of this week. There is no necessity of waiting to be ready to accumulate a library before putting these two valuable books into a school-room, or home collection, for more than any other books yet written for the young they are a library of themselves. Every child in America should have them, and teachers should say so, and will if they examine them.

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